

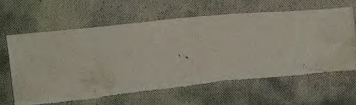
THE ETUDE

May
1941

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Reference



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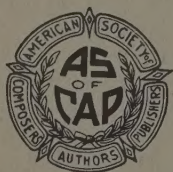
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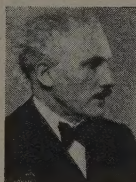
February 1, 1941.

THE WORLD OF MUSIC

HERE, THERE AND EVERYWHERE IN
THE MUSICAL WORLD

THE NATIONAL SCHOOL MUSIC COMPETITION FESTIVAL, Region Five, which includes California, Arizona and Nevada, takes place in Fresno, California, May 9th and 10th.

ARTURO TOSCANINI received a surprise birthday gift on his seventy-fourth anniversary, March 25th, when Madame Frances Alda and a group of friends presented the maestro with a bronze bust of Giuseppe Verdi, the work of the late Vincenzo Gemito, Neapolitan sculptor.



ARTURO
TOSCANINI

THE PHILHARMONIC-SYMPHONY SOCIETY OF NEW YORK, in observance of its centennial next season, has engaged nine distinguished conductors to appear with the orchestra: Leopold Stokowski, Serge Koussevitzky, Bruno Walter, Dimitri Mitropoulos, Walter Damrosch, Artur Rodzinski, Eugene Goossens, Fritz Busch and John Barbirolli, regular conductor.

THOR JOHNSON will direct the annual May Festival at Ann Arbor, Michigan, from May 7th to May 10th. Featured musical organizations and soloists include: The Philadelphia Orchestra, the University Choral Union, under Mr. Johnson; the Youth Chorus; Jascha Heifetz, Jose Iturbi, Gregor Piatigorsky, Jarmila Novotna, Suzanne Sten, Dorothy Maynor, Enid Szanthy, Lawrence Tibbett, Norman Cordon, Charles Kullman and Mack Harrell.

THE ROCKEFELLER FOUNDATION, during the year 1940, made three grants for work in various aspects of radio broadcasting: one to the Library of Congress, to enable the Library to broadcast radio programs; the second to the Rocky Mountain Radio Council, to explore the utility and value of a special radio service in a thinly settled area; the third, to Columbia University, in support of studies of radio listening under the direction of Paul F. Lazarsfeld. Using the so-called panel technic, Prof. Lazarsfeld will make an intensive study of the effect of radio on listeners.

VINCENTE GOMEZ, Spanish Guitar virtuoso, who has frequently been heard over the N.B.C. Red Network, will appear in a new version of "Blood and Sand", a motion picture starring Tyrone Power and now in production at the Fox Studios in Hollywood. Gomez is scheduled to play four of his own compositions, which should be of great interest to all guitarists.

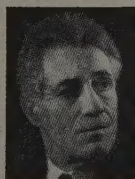
MARIAN ANDERSON, Philadelphia contralto, received the annual Bok award of ten thousands dollars as the person who had done most for Philadelphia during the past year. The award was made at the historic Academy of Music in Philadelphia, on March 17th, when Deems Taylor presented Miss Anderson with the scroll and check which represent the highest honor her city can bestow.

THE INTERNATIONAL SOCIETY OF CONTEMPORARY MUSIC is giving its eighteenth festival—for the first time in the United States—in New York City, during the week of May 17th to May 25th. Heretofore, the annual Festival has been held in the most important cities of Europe. Composers of all nations were invited to submit works for performance during the Festival. Americans presenting their compositions this year are: Edward Cone, Aaron Copland, Russell G. Harris, Emil Koehler and Paul Nordoff.

Competition

A ONE THOUSAND DOLLAR award for the amateur musical play adjudged the best work of the year by the National Theatre Conference is offered by the American Society of Composers, Authors and Publishers (ASCAP). Any resident of the United States, eighteen or over, may compete. All entries must be submitted not later than July 1st. For information write: Professor Barclay Leatham, Secretary of the National Theatre Conference, Western Reserve University, Cleveland, Ohio.

ROBIN HOOD DELL concerts of Philadelphia, under a new manager, C. David Hocker, and Stadium Concerts, Inc. of New York City begin their summer outdoor series in their respective cities on the same date, June 19th. Fritz Kreisler is making his first outdoor summer concert appearances as soloist in both series. The Essex County Symphony Society of Newark, New Jersey, opens its season on June 3rd, with Frank Black conducting the orchestra.



FRTZ
KREISLER

PAUL HINDEMITH has been commissioned by Benny Goodman to write a concerto for clarinet. Mr. Goodman is also negotiating with the Russian Government for Sergei Prokofieff to compose a similar work.

THE FAMOUS MONTREAL FESTIVALS of 1941 will take place in the little chapel of the College in St. Laurent from June 10th to June 19th. These delightful festivals were started in June, 1936, by Madame Athanase of Montreal and Wilfred Pelletier of the Metropolitan Opera Association of New York. This year, Sir Thomas Beecham will conduct the Festival.

SERGE KOUSSEVITZKY, famous conductor for the Boston Symphony Orchestra, has passed his final examinations for citizenship to the United States and is soon to take the oath of allegiance, together with his wife, and his niece.

THE NATIONAL FEDERATION OF MUSIC CLUBS annual convention, to be held in Los Angeles during the week of June 18th to 25th, promises to be the most colorful and largely attended in its history. Among the many outstanding soloists engaged for the "American Music Festival" are: Josef Hofmann, Rosalyn Tureck, pianists; Helen Jepson and Charles Kullman of the Metropolitan Opera Company, and Elsie Houston, Brazilian soprano.

NYLON WOUND STRINGS for violin, viola, violoncello and bass are the latest products of the wizardry of chemistry. Produced by the Dupont Company, they are considered a boon to musicians who play at the seashore or under any humid conditions, or who suffer from excessive perspiration of the hands. The nylon filament provides protection for the natural gut, without in any way interfering with the tone quality.

THE JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION recently awarded six out of eighty-five Fellowships to composers to assist them in research and creative work during 1941 and 1942. Those who received the honor were: Paul A. Bowles, Marc Blitzstein, Earl Robinson, Hunter Johnson, David Diamond and Alvin Eiler.

GRACE MOORE gives her first New York recital when she appears at Town Hall, New York City, during The Town Hall Endowment Series concert course for next season, which includes other such distinguished artists as: Richard Tauber, Gregor Piatigorsky, the Don Cossack Chorus and Dancers, Lotte Lehmann, Jose Iturbi, Robert Goldsand and Lawrence Tibbett.



GRACE
MOORE

THE UTAH STATE SYMPHONY ORCHESTRA recently did an unique bit of lobbying, when its members entertained members of the State Legislature and their wives with a buffet supper followed by an orchestral concert. The concert had the desired effect of exacting a promise that the State would take the proper steps in the future to promote the development of Utah talent.

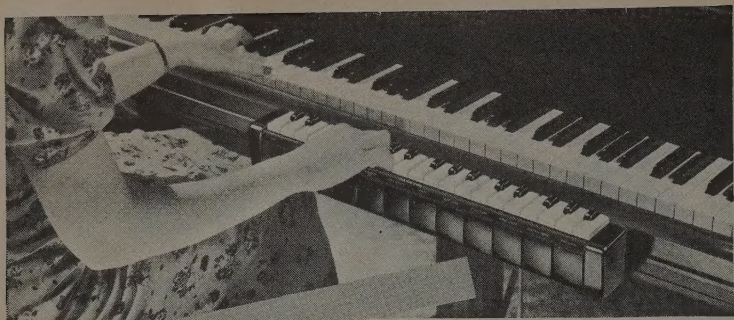
THE BRISTOL-MYERS COMPANY of Hillside, New Jersey, is providing the employees in their chemical plant with four hours of recorded music, during the working day, to enable workers to "go through the day with a minimum of fatigue." The programs are made up of opera and swing music.

GEORGE CHAVCHAVADZE, famous young Russian-English pianist who recently gave twenty-five concerts in as many cities of England, regardless of bombings and black-outs, made a successful American debut at Town Hall on March 18th.

ITALO MONTEMEZZI conducted the first American performances of his lyric poem, *Paul and Virginia*, by the New York Philharmonic-Symphony Orchestra, at Carnegie Hall on March 6th and 7th. The Orchestra also gave first performances of three orchestral works by American composers during the week of March 2nd: Morton Gould's "Foster Gallery", Roy Harris's "Three Pieces for Orchestra" and Bernard Wagenaar's "Symphony Number Three."

THE EASTERN MUSIC EDUCATORS CONFERENCE is being held in Atlantic City, New Jersey, from May 2nd to 7th. Together with Region Four of the National School Music Competition-Festivals, they will present timely programs in observance of National and Inter-American Music Week. Among the organizations participating are the New Jersey All-State High School Orchestra and Chorus, the All-State Orchestra from Pennsylvania, the All-State Chorus from Maryland and an All-State Band from Delaware.

(Continued on Page 344)



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"Money Cannot Buy It"

MANY TIMES HAVE WE VISITED large homes in which their wealthy owners have installed magnificent organs. In some cases these men have acquired the ability to play these instruments with remarkable skill, and from this ability have derived the greatest joy. In most instances, however, these exceptionally fine and beautiful organs have been operated by the familiar perforated paper player-rolls, or they have been played by such expert organists as the distinguished and amazingly clever Archer Gibson who has been a kind of court organist to the American plutocrats, Carnegie, Frick, Rockefeller and others.

These wealthy men, unable themselves to make music, have had what to them was the next best thing: they have enjoyed not only the possession of a magnificent instrument, but the majestic inspiration of organ music in their own homes. However, as we have observed, it has been impossible for some of them to conceal a deep feeling of regret that, earlier in their lives, they did not have the training which might have given them the intense pleasure of playing music and enjoying the experience of "making" every note, instead of watching the little perforations pass over the pneumatic player. Perhaps it reminded them of the old vaudeville comedian's wheeze about the time he played the Nottingham curtains instead of a music roll.

The case of one western Croesus bordered upon the pathetic. He was a rugged, American "self-made" man, typical of the pioneer spirit of his Yankee ancestors. Someone has defined a Yankee as "a man who ain't leanin' on nothin'." Strong, self-reliant, keen, human, a "man's man", he had forced his way over the Great Divide of what we Americans call success and now rested in the happy land where he could gratify all his desires. Arriving in this paradise, he found that he could have almost everything but the few things he wanted most of all. One of these was a musical education which, like love and many of the worth while things in the world, must be earned and deserved. "Money cannot buy it." Our plutocrat's home was situated in a large estate splendidly landscaped so as to take advantage of the rolling terrain and beautiful lakes. His mansion was baronial in its stateliness and furnished in splendid taste. He showed us his beautiful pipe

organ, which he said had cost him a fortune, and then "played" various rolls, sitting at the bench, controlling the tempos and the tone quantity, as suited his desires. After that he asked us to play the piano. We played a few works he had never heard before. Then he told us this story:

"My father was a country doctor. He died when I was a child. My mother made a living by keeping a rooming house in town. We had a parlor organ, and my mother wanted to give me music lessons, but there was never enough spare change in the family teapot to permit this. As soon as I was old enough to earn a few nickels I went to work, and I have never stopped. I realize now that I might have taken a little time out for music study and music practice that would have gratified one of my great aspirations. I get a rare amount

of pleasure from my music, but as a matter of fact the very thing in which I am most interested, which is called 'the mystery of music' is still a closed secret to me. I would give almost anything to be able to do as you have just done, play the music I am interested in. At the present time I am in the position of a business man with great wealth, who has forgotten the combination to the safe."

The late Dr. Charles H. Mayo of Rochester, Minnesota, one of the greatest surgeons of history was another famous American who owned a valuable automatic pipe organ. Lacking a musical education, "Dr. Charlie" played the instrument with joy as "the next best thing." But he, too, was conscious of a great hiatus in his life, owing to the fact that he had never had a musical education. Dr. Mayo once said to us:

"I get something from being at the organ which is of a recreative and reconstructive value and which I can find in no other way. It helps to rest and rebuild me, every day. I would have given anything to have had a musical training. They have organs that are automatic. That is, you can start them going

and then go off and listen to them; but I like to sit at the instrument and vary the stops and dynamics so that I feel I am, in part at least, controlling the music. We have brought many musicians to Rochester to provide instrumental music for the community, but we tell them that we are not so much interested in the music they make as in stimulating and training our own young people to be

Continued on Page 338



AN ORGAN WITH A HISTORY

Everyone who knew the internationally famous Dr. Charles H. Mayo, of Rochester, Minnesota, knew that he insisted upon spending an hour a day at the organ installed in his home in 1913, because the world's most famous surgeon found a release from his daily strain through music that he could find nowhere else. He told the Editor of The Etude that one of the privations of his life was that he had never had a musical training, and was obliged to depend upon an automatic player. This picture shows the console only. The organ itself was in the basement of Dr. Mayo's home.

COLLEGIATE MUSICAL COMEDIES are made—not born—and into their fashioning goes a chaotic blend of thought, energy, hours that rightfully belong to slumber, embroilment, coffee, “cokes”, aspirin and minor elation or despair that turn into major elation or despair when the completed show has the sparkle of sun on snow or the dreariness of fog over mud. Here, as in commercial ventures of this sort, foresight in the matter of provoking the laughter and arousing the enthusiasm of audiences is dreamed of, hoped for and searched and prayed for, without avail. Audiences disconcertingly like what they happen to like.

Out of writing the book and music and lyrics for such a musical play there has been, in the past, little enough gained. If the show was a “flop”, its creators could indulge in a few vain regrets over the time wasted; if it went over with a bang, they became campus heroes and secretly toyed with the idea of becoming a second Rodgers and Hart or George and Ira Gershwin. But that was all: local glory, inner dreams of fame. There was no other return from such youthful and wholehearted effort, except perhaps a cold in the head or a few days in the infirmary.

Then came 1940 and the decision of the American Society of Composers, Authors, Publishers—or ASCAP, as it is more familiarly known—to help the cause both of musical shows and student writers by putting some money in the jackpot of this college game of skill and chance. “Write a full-length, original musical show,” they said in effect, “have it produced and make three copies of playscript and score, and we will appoint three judges who are specialists in the fields of music, creative writing and the theater to judge your work and decide on its merits. The United States will be divided into eight regions; you will compete only with those institutions of higher education in your particular region. If your musical play is adjudged the best one submitted we will

award you, or you and your collaborators, seven hundred and twenty dollars, apportioned in monthly checks. We will also bring the winning plays to the attention of commercial producers in the theatrical and motion picture fields.”

With a prize of such real and potential value at stake, college students burst into immediate action. Where there had been feverish activity in years gone by, there was now frenzied pen pushing, floor walking and discussion. Campuses rang with original tunes. Hilarious, sentimental, dastardly situations developed under writers’ fingers; angels, sex, the nobility—anything and everything came in for a ribbing; subjects ranged over the alphabet from amours to zealots. When the last bright ideas were interpolated, the final curtains rung down and the last playscript and score submitted, jittery competitors awaited the decision of the judges. Their verdict: seven out of the eight regions had won awards; and the colleges of the winning students were Yale University, Columbia University, the University of North Carolina, Indiana University, Oklahoma University, the College of the Pacific and the University of Wyoming.

Yale Winners Capitalize Experience

The Yale winners were two seniors, John Gerald and William Stucky, and their playscript had its basis in fact. For Bill Stucky, the writer of the book, was one of a group of Yale men who went to New York in the summer of 1939, expect-

ing to capture Broadway’s crowds and dollars in one easy attempt. While hope of putting on a show ran high and money lasted, the boys had a delightful time in the metropolis living in the clouds, both figuratively and literally. But when hope flickered feebly and money vanished, they were forced down from New York’s more expensive mountain peaks to sleep on practically anything flat and longitudinal. At last, their pooled resources were no longer able to fend off collapse, and their midsummer’s dream of blitzkrieging Broadway went the way of many such schemes. So they packed what they had not pawned and went back to New Haven.

A slip on the ice. Irritating to us; funny as a riot to the other fellow. Capitalizing on that acknowledged weakness in human nature, Bill Stucky set the record of that gullibility down on paper; the New York experience had begun to seem funny to him, too, in retrospect. With John Gerald, who had already attached some fame to himself by writing incidental music for a college production, he wrote a show about that summer interlude which turned out to be a witty, scintillating revue that lampooned practically every foible of that sophisticated island known as Manhattan. He and Gerald even stole the title of a Broadway show, “Too Many Girls,” changing just one word. They called theirs “Too Many Boys,” and accurately so, for not one authentic woman stepped through their stage door. The ones who did appear had size (Continued on Page 352)

Men, Women and Song

By Blanche Lemmon



Scene from “Step’n’ High,” Harold Rogers’ musical play which won the 1940 Sectional ASCAP Award, as presented by the students of the College of the Pacific.

Approaching an Operatic Role

A Conference with

Kirsten Flagstad

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THE STUDENT WHO APPROACHES operatic work should already have passed through several stages of development. First, his vocal equipment should be in good order. This means more than simply knowing how to produce good tone; it implies sufficient control of his voice to enable him to produce various gradations of good tone, at will and with security. In second place, then, he should have some experience in applying purely vocal principles to the interpretation of music. He begins this application with songs, progressing from briefer, simpler works to the more advanced *lieder*. And, as he achieves this progress, the student should be careful to strive for the psychological penetration of character and mood in each song he learns, remembering that his singing is the expression of his conception of the song's inner meaning.

But the very nature of the song form confines vocal and interpretive efforts to a comparatively short space of time. The duration of most songs can be counted in minutes.

Thus, while the student of *lieder* must be prepared for great concentration of his effects, he is spared any considerable sustaining of mood. In the preparation of operatic roles, the opposite is the case. Here, the sustaining of mood assumes important proportions. The operatic performer must extend his effects, not during an aria, not during an hour, not even during the scenes in which he is on the stage, but during an entire performance. In singing, in acting, in feeling, in relation to the other personages in the opera, he becomes the character he portrays, from the time the curtain rises until its final descent. It is this element of sustained continuity of mood which differentiates an operatic performance from an evening of *lieder*, even if the actual time required for singing the rôle should be briefer than that of a recital program. It is this sustained fidelity of character portrayal, then, which becomes the important consideration in approaching a new operatic rôle.

Mental and Imaginative Approach of Primary Importance

How to achieve it? As always, I find it difficult to set down systems of rules for other singers to follow. Singing is so individual a matter that one hesitates to venture upon general pronouncements. Indeed, the ultimate value of singing is largely determined by individualities of constitution, temperament, and approach. Happily enough, there are no fixed principles in art. Two interpretations of the same rôle may differ widely, yet both may be "right," the sense that both reflect an honest and sincere effort to bring to light the intention of the composer—which is the goal of all earnest interpretive work. For this reason, I cannot tell others what to do. But I am glad to speak of my own experiences.

To me, the beginning of a new rôle roots in vocal work rather than vocal work. Before I sing a single note of music, I sit down with the score



Mme. Kirsten Flagstad in the costume of Brünnhilde in "Die Walküre"

and explore the character for which I am to be responsible. The psyche of this character is of first consideration. Who is she? How does she think, feel, and act? Why? Why would different behavior be unsuited to her? The actual singing is simply my means of bringing this personality to life.

Certain facts come to light after the first reading: the period of time in which the opera is set, the manners and customs of that time, the historical or legendary accuracy of the part, the prevailing mood. Thus, from the very start, the basic groundwork is built. A heroic figure who dominates the outcome of a Wagnerian legend will require a very different approach from a lady of mediæval Italy, let us say, who suffers

more than she commands. Gradually, the character becomes fixed within certain psychologically and stylistically accurate limits.

Next, I try to probe deeper into the personal forces which shape the nature of the character I am to portray. This requires much reading and research, and also much discussion with experts who know the rôle. An operatic coach (or teacher) of sound musicianship, experience, and integrity is invaluable to the singer. I am fortunate in being able to study under the direction of Mr. Hermann Weigert, of the musical staff of the Metropolitan Opera, who, besides being authoritative in his field, understands my work. When I was asked to prepare the part of *Kundry*, which I had never sung before coming to the Metropolitan, I referred the management to Mr. Weigert. If he said I could do it, I would; otherwise not. Mr. Weigert saw no reason for my declining the rôle, and so I learned it—with his assistance—in eleven days.

An experienced and understanding coach makes study easier and helps one to avoid errors, which is infinitely better than having to un-learn them! As a girl, I used to amuse myself by learning arias and even entire parts, without assistance. I learned the words and the notes, of course, but nothing of historic values, of nuance, of traditions of diction and style. No inexperienced student could! Such an equipment represents a lifetime of study in its own right. When I was first invited to sing at Bayreuth, I was made aware of points of diction and style which no young singer could absorb from a study of words and notes alone. I was told to watch out for the explosive crispness of diction values, in the German pronunciation of consonants. I was initiated into the Wagnerian style of singing, which excludes the possibility of a *portamento* unless it is expressly indicated. The experienced coach, or teacher, makes the student aware of these and many other points, thus sparing him many a false step.

Portrayal of Character Must Grow from Psychological Truth

Discussion with one's coach also brings to light the truest, most effective means of giving life to the character through music. Once the fundamentals—of time, place, mood, historic accuracy, and such matters—have been established, one must search the score for the means of emphasizing these points in singing. At this step, the actual vocal work begins. The singer masters words and music, never as independent things, but always in the light (Continued on Page 338)

Our Friends, the Music Critics

From a Conference with

Alberto Jonás

Distinguished Pianist
and Teacher

Secured Expressly for THE ETUDE by Jay Media

Alberto Jonás was born in Madrid. He studied at the Madrid Conservatory and then, under Gevaert and de Greef, at the Brussels Conservatory. For thirty years he has made many successful tours of Europe and the United States. From 1905 to 1914, while concertizing in Europe, he taught in Berlin and had many noted pupils, including the famous precocity, Pepito Ariola, who startled the world as a child pianist. Ethel Leginska, Elizabeth Zug, Eugenia Buxton, Ellen Ballon, Leonora Cortez, Leroy Anspach, and Ruth Luty (now his assistant) are also among his pupils who gained renown on the concert stage. Since the World War, in 1914, he has taught an artist-class in New York and in Philadelphia. His very comprehensive "Master School of Modern Piano Playing and Virtuosity", written with text in English, Spanish, French, and German, and with the collaboration of seventeen of the world's greatest piano virtuosos, has attracted wide attention. It is now in the sixth edition.

—EDITOR'S NOTE.

IN THE FIRST DECADE of this century, the New York Herald made the rather astounding statement that it was going to do away with music and dramatic critics. This unusual step was taken at the behest of the proprietor, the celebrated journalist, J. Gordon Bennett. The Herald stated that it was doing this in justice to the artist and the actor, since no critic could possibly have a mind or an experience so omniscient that he could have the right to give a great decision upon any of the hundreds of subjects that come up at concerts or plays. Such decisions, he concluded, were based upon snap judgments and were therefore worthless, largely because the critic had inadequate time to give proper consideration to the matter.

The critic, let us say, might have been trained as a pianist until he had accumulated the technique of a Liszt and the repertory of an Anton

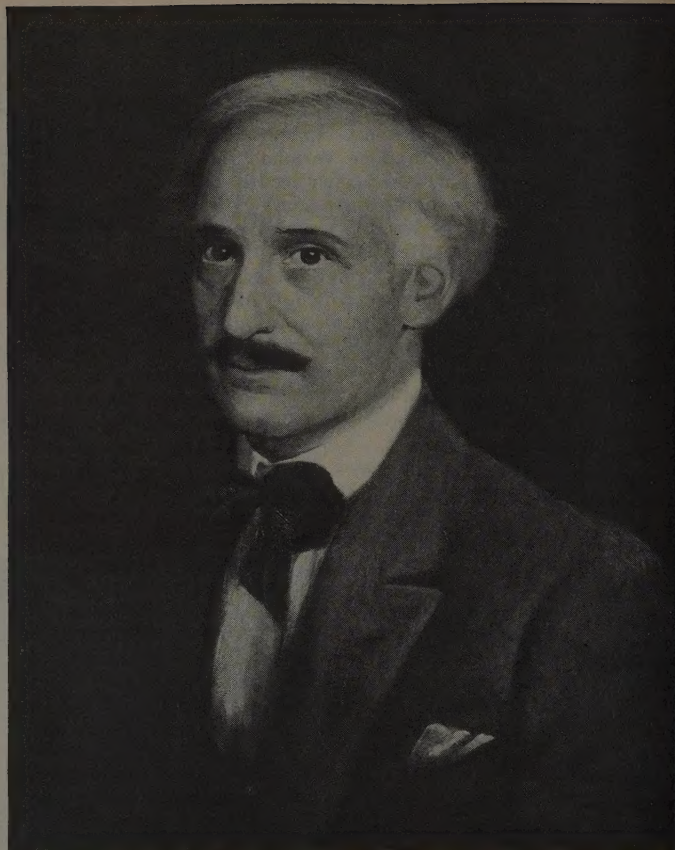
Rubinstein. This would give him more or less the right to attend a piano recital and give a comprehensive and distinctive opinion upon what he heard. Very well. He might have his own ideal of piano playing, but his nature might be cold, warm, or tepid and permit him to have very little sympathy with the rival performer. Now suppose that this same critic was assigned to "cover" a violin recital in the next half hour. He knows literally nothing about the fiddle and its literature. Still he must pose as a great authority on violin playing. The next night he attends a symphony, or a choral concert, or a vocal recital, or a chamber music recital, or a recital devoted to violoncello, organ, clarinet, flute, French horn, bass drum, or "bazooka." This musical marvel is expected to be an expert in opera, oratorio, ballet, jazz, and "whistling."

An Honest Confession

One honest critic in an eastern metropolis once said to me, "Mr. Jonás, I am supposed to know all about the performance of every instrument I hear. Of course that is impossible, but I am paid to give my opinion and I strive to confine myself to the broad musical backgrounds and not be ensnared by the technical details of the playing. Many times I am wrong and I know that I have been wrong. But what can I do? What can any critic do?"

This reminds me of the famous story of Mark Twain, who was asked by a lady friend what he thought of Richard Strauss' "Salomé." "Terrible," replied Mr. Twain. "But, Mr. Twain," said the lady, "how dare you say that? You have never written a piece in your life." "Yes, Madam," replied the humorist, "and I never have laid an egg in my life, but I can tell whether one is fresh or rotten."

The noble stand taken by the Herald was continued only a few years. Then the editors found that the artists would far rather have a scorching criticism made (perhaps by a critic who



ALBERTO JONÁS

Photograph taken from the painting by Alice Boscowitz, the famous Viennese portrait painter.

never in a thousand years would be able to play one hundredth as well as the artist) than to be ignored completely.

However, unintelligent criticism, widely spread can ruin an artist unless he is so "strong" that he can survive it, like Brahms, Chopin, Schumann, Rubinstein, and Wagner. Just look at these torrid remarks by critics of another day.

The "Concerto in D minor, Op. 15", by Brahms was played for the first times in Hanover, Leipzig and Hamburg, by the composer himself. After the Hanover and Leipzig performances (Leipzig was then reputed to be the most critical musical center in Germany) Brahms wrote to his life long friend, Joachim, the great violinist: "My concerto enjoyed a brilliant and decided—failure." He added: "Such an occurrence increases one's courage."

Not less plucky was the attitude of Beethoven when the Vienna music critics disparaged his three concertos—those in C minor, G major, and E-flat major—all played by himself, with hardly a word of praise for these three immortal works. Nor the attitude of Schumann, when his wonderfully beautiful "Concerto in A minor" was performed in London, with a sequel of sneers and vituperation by would-be music critics.

Not Even the Masters Escaped

"Cavalleria Rusticana", by Mascagni, of which some fifteen thousand or more performances have been given all over the world, was "run down" by all music critics at its initial performance in Paris. They also criticized adversely Gounod's "Faust" and Bizet's "Carmen"—two of the greatest operas vouchsafed to mankind. And who does not know of the torrent of abuse with which the Paris (Continued on Page 348)

Making Sure of Your Song

By Frank La Forge

WHEN RETURNING FROM A CONCERT in Wilmington, Delaware, one Tuesday, Lawrence Tibbett and I stopped at the Metropolitan and discovered that he was scheduled to sing *Valentine* in "Faust," with Chaliapin, on Friday evening of that same week. Tibbett realized that this was a real opportunity, but he did not know the part; having sung only the aria. He had only three days to prepare a part which normally requires a much longer time. Could he do it? He decided he must. It was his chance either to make or break his career.

There was no time to waste. We went over the entire score and mapped it out for study purposes. Fortunately for Tibbett, he was well grounded in musicianship. While not a pianist, he knew how to play the piano, and this ability is such a great advantage to singers I am constantly stressing its importance. I have seen much heartbreak among singers, singers with beautiful voices, simply because they did not know how to play the piano well enough to study and prepare their songs. One should learn the rudiments of music in early youth, and that is when Tibbett learned them.

Tibbett took the score home, sat down at the piano and hardly left it during those three days. Beating out the time with his foot, he learned his parts. It was a wearisome grind, but because of it, he made the rôle his own. He not only sang *Valentine* on Friday night but did so in a sensational manner. That was the beginning of his success, and it was for that reason that he was later entrusted with the part of Ford in "Falstaff."

Many people have the idea that voice is everything in the success of a singer. The fact is that the most beautiful voice in the world is of very little value to its possessor unless he knows how to learn a song thoroughly and how to prepare a part quickly if necessary. Nowadays rehearsals are made as brief as possible because of the expense involved. One day you are given something to sing and expected to know it the next. When opportunity comes, it comes with a rush. Even with his glorious voice, Tibbett would not have been able to take advantage of his big chance if he had not known how to study, how to make every minute count.

A song is compounded of different elements, among them: words, rhythm, melody. To begin studying a song with all of these in mind is like

trying to catch three balls at once. The attention is scattered and does not have a chance to focus upon one thing. Take the words first; commit them to memory. Write them from memory ten times. This may seem childish and may recall the first few grades at school. Nevertheless, it is part of the study routine which all my pupils follow. You are not merely committing words, remember; you are making them as much a part of you as your hat or shoes. They become woven into your thought as something you might have written, yourself.

Now if you know how to read music on the piano, you are lucky; if not, you can acquire what is called "singer's piano playing" without

with a little practice; and the time required is well spent and saves tedious hours later. It is always desirable to have a "piano background" if possible.

Now you are ready for the melody. Play it over on the piano just to become familiar with it. Practice in this manner not only the melody of the song but the prelude and interludes that occur. Take the upper notes of the prelude and interludes and learn them along with the melody. This is important. If Tibbett had not learned the entire score of "Faust" in those three days, he would not have known his entrance cues. To miss a cue by even the slightest margin is to ruin the whole effect of the song or aria.

The rhythm of a song is learned in conjunction with the melody; that is, the time is marked firmly with the foot while the melody is played. I have found the foot tapping to be the best way of establishing orchestral rhythm, which is lacking in so many singers when they come to sing with orchestra. The foot tapping is used only when learning a song, so that it does not become a habit. The singer must feel the pulsation of the rhythm within him, for it is only then that he can be said to have a genuine sense of rhythm. The most difficult operatic arias can be studied in this way just as well as simple songs.

There are a number of opera singers in Europe—well along in years—who still hold their jobs because the conductor knows that, although the voice is no longer pleasant, the singer's rhythm is perfect, the parts are thoroughly known and there will be no need for extra rehearsals. One should not require the conductor or accompanist to do any of this preliminary work; in fact, it cannot be done by anyone but the singer himself. After a number is once learned, the accompanist can be of greatest assistance. As for learning "singer's piano playing," I have known several singers without the slightest knowledge of piano who started in this way and gradually

acquired enough technic to cope successfully with the slower solo pieces.

All this may seem mechanical and in a sense it is, but it does not make for mechanical singing; in fact, just the reverse. A person who sings in a mechanical way, without expression, will often be able to release his emotions by going through this routine. When you have learned a song in this manner, words, melody and rhythm



FRANK LA FORGE WITH FAMOUS PUPILS AT HOME
Standing left to right: Lawrence Tibbett, Frank La Forge, and Richard Crooks. Seated left to right: Mrs. Lawrence Tibbett, Lucrezia Bori, and Mrs. Frank La Forge.

great effort. To admonish singers, who do not play, to study piano is largely a waste of time. They are usually past the age of finger exercises. To learn to play the piano well, it is necessary to begin at an early age when mind and hands are pliable. The next best thing is "singer's piano playing" which is simply learning to play the melody with one hand while beating the time firmly with the foot. This ability can be acquired

become fixed in your subconscious mind. This means that you can forget about them consciously, and it leaves you free to give entire attention to interpretation, to put the utmost feeling into the song.

When you have cut your diamond to the shape desired, then you can begin to refine, to polish, to beautify. Take the words again and examine them for their appeal and emotional value. As an example, consider the song, *Passing By*, by Edward Purcell-Cockram. This song is like a faded love letter one comes across in an attic trunk, together with some old lace and lavender. It should be sung with naive simplicity as bespeaks its character. The first verse goes:

*There is a lady sweet and kind,
Was ne'er a face so pleased my mind.
I did but see her passing by
And yet I love her, till I die.*

We can readily see that the first three lines are purely narrative. To try to give any emotional value to these words would be ridiculous. It is the emotional values you give to "love" and "die" in the last line that will quicken a response in your audience.

After you have selected the sentence or words which have emotional value, the next step is to practice conveying that emotion in the singing voice. This is quite a study in itself. Madame Mojeska, the great Polish actress, was asked to recite in a salon in London. When she finished, the entire audience was in tears. She had recited the Polish alphabet.

The speaking voice conveys various phases of emotion, partly by inflection. The average speaking voice has a range of approximately one octave. When you say, "I'm so happy, I've never been so happy in my life," the voice is pitched high and is slightly *staccato*. But if you say, "I feel miserable to-day," your voice is about as low as your mood. Substitute "la-la" for the syllables in both sentences and see if you can convey the emotions suggested by the words.

Study the words of the song; find out what words are important, whether they are narrative or emotional, what emotions they convey and then strive to get that emotion into them. The art of a great singer is built upon these small details.

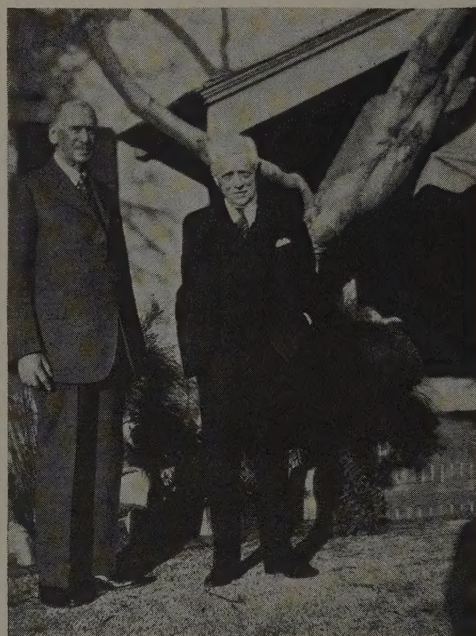
I am often asked how many languages a singer should know and if it is necessary to learn foreign languages in order to sing well in them. Obviously, better results are achieved if one knows the language, and especially is this so with English and French which are not phonetic languages. A phonetic language is one in which the letters making up the words are pronounced as written, as in Italian, German, Spanish. To meet the present day desire for foreign languages, I would advise singers to learn Italian and to sing their foreign songs in this tongue instead of attempting French when they do not know it. I have heard some ludicrous displays resulting from the feeling that one must sing in French.

A certain baritone was to sing with a Women's Club and had chosen, for one of his solos, *Vision Fugitive*, by Massenet. As the young man had never been exposed to French in any way, I gave it to him in Italian which he did with great ease and satisfaction. When he went to the Women's Club, the president asked me if he was to sing it in French; and I told her that, since his Italian was so much better than his French, he would

sing it in Italian. Her reply was, "That is perfectly all right—just so long as it is something we do not understand." This seems to be the prevailing feeling in many of our smaller cities. Whether one condones it or not, the fact remains that the singer is expected to sing in one or more foreign tongues. That being the case, why not sing in good Italian rather than bad French?

If singers would learn thoroughly the rules of Italian and stick to them, they would satisfy the general craving for a foreign language and would not produce the ludicrous effects so often heard. It is a small matter to pronounce Italian quite well; it is without doubt the best language for the voice, with its many vowels and vowel endings. And who will say that Italian is not just as beautiful as French? I will go even further and say that it is much more beautiful than the type of French usually heard. A vast repertoire is available in Italian, and many of the French songs do not suffer when given a good translation into Italian. It may be more desirable to sing a song in the language in which it is written, if the singer knows that language. Otherwise, there is always Italian.

Creators of a Famous Song



One of the loveliest songs which has come from the New World is unquestionably "At Parting" with music by our recently deceased and widely loved composer, James H. Rogers (right), and words by the noted medical specialist, Dr. Frederick Peterson (left) of New York who also wrote much verse as an avocation. Shortly before Dr. Peterson's death he visited the composer at his Pasadena home where this memorable snapshot was made.

"Let's Make It a 'Tiptoe' Study"

By Stella Whitson-Holmes

The task of teaching the young child to play with curved fingers is almost insurmountable in some cases. There are many factors involved in this "straight finger" problem; and in the case of some children I believe it is monstrous to insist. I refer here to the frail child, who has such thin little hands that the fingers resemble the toes of a bird. This type of child has weak joints

necessarily, and it is really hard for her to keep the nail joints from buckling in.

The opposite type of child with fat bulging "paddies"—to match her other proportions of bodybuild—as a rule does not require much telling. The inherent strength of her hands making correct conditions come almost by "second nature."

However, there is an "in-between" type whose nature has endowed with a "forgettery" apparently, instead of a memory, and who, although capable of doing the correct thing by physical endowment, remains careless and incorrigible in the matter of hand positions.

The correct treatment of the child who cannot but who does not or who will not, is through an appeal to the imagination. The real trouble is mental, and as such we must deal with it. Saying nothing about hand positions or curved fingers, let the teacher mark out a phrase or so of numbers, letters, or notes in the child's notebook. Each is to be captioned: "Tiptoe Study for the Week." Show the child how to play it, on her "tiptoes." After all, do we not think of dancing fairies and happy skipping children chasing butterflies and kites and rainbows with the very sound of that word, "tiptoes?" Well, so does the child. By thus appealing to the imagination, we produce curved fingers naturally. Let us hold to this plan for a time, and when ready to incorporate it into the lesson, say, "Let's make a tiptoe study out of this exercise this week. A great big A-plus for Mary Jane if she can make it a perfect tiptoe study." If you have been enthusiastic enough to gain response to the idea in the first place, you will be able to give that big A-plus. And gradually you can make all composition into tiptoe studies and produce curved-finger playing without nagging.

Help for the Poor Sight Reader

By Nell V. Mellichamp

The problem of the very poor sight reader is one common to all teachers of piano, and a very puzzling one in most instances. Let me cite the case of a child who has exceptionally slow eye action but a perfect ear. When this child comes in for his lesson, he sits at a table of proper height and is given score paper of over-sized staves. He places treble and bass clefs and listens as the teacher plays a simple melody from a given starting point. At this work, he is very capable and writes readily.

After several melodies have been written, he comes to the piano and plays from his own manuscript. He seems to be less apprehensive when he sees his own notes before him. The next step is to mark off the melody into correct rhythm and perhaps to harmonize some chords of his own which he finds first by ear, then must place correctly upon the staff.

We try to do this work in such a way that, when the lesson is over, he has two or three simple eight measure pieces which he has helped to create and which he can read and play easily.

In connection with this work the flash cards are helpful—used in two ways. At first, placing them, one at a time, on the music rack and having the child play them; then, as he reads more quickly, letting him see the card for a half minute before removing and having him play from memory what he has seen.

When it seems possible to use regular music score, we will be sure that his sight reading is fully a grade lower than his usual work. This builds up confidence and ease.

ALTHOUGH MUSIC IS A UNIVERSAL language, each nation approaches it in terms of its own distinct psychology. Thus, in presenting my personal views on piano study, I am conscious of reflecting French study methods, as well.

The French really envisage piano study in terms of two goals, one within the other. The larger, more extensive goal is music; the smaller goal, included within it, is technic. Technic is never to be looked upon as the ultimate purpose of study; yet, it is so necessary to the making of music (which is the purpose of study) that it assumes considerable importance. Hence, without losing sight of the place of technic in the larger scheme of music study, we French place great value on technical studies and devote much time to them, thereby achieving an ultimate freedom difficult to obtain otherwise. The first step toward technical progress is the

The Place of Technic in Music Study

A Conference with

Robert Casadesus

Distinguished French Pianist and Composer

Secured Expressly for THE ETUDE by ROSE HEYLBUT



(Above) M. and Madame Casadesus with their two sons. Madame Casadesus is also an accomplished pianist. (Right) Robert Casadesus at the keyboard.

correct posture of the hands. The "correctness" of posture derives, not from rigid rules, but from years of observing the most comfortable and the most practical way to play. The best posture is the one we call "Chopin's position." It consists in holding the hands immobile and relaxed, with the wrists flexible, the wrist and knuckles level, and the fingers arching downward from the knuckles in rounded fashion, so that the cushioned fingertips seem to "look down upon" the keys. If wrist knuckles are either too high or too low, fatigue results and, with it, forced, harsh tone. Chopin himself is said to have perfected this posture, and the enormously difficult technical feats he was able to perform attest its value as a basis for sustained playing. Further, Chopin drew

attention to the fact that, while the key of C major is the "easiest" to read, because of the absence of sharps or flats, it is not necessarily the easiest to play. Chopin himself preferred the

key of E major, pointing out that the way the hands fall in striking E, F-sharp, G-sharp and B affords them the most natural piano position, the slight lift involved in striking the two sharps corresponding exactly to the natural arching of the fingers. Another good posture exercise is to place the hands in correct position on the notes of the diminished seventh chord (C, E-flat, F-sharp, A, C) and to play this chord as an arpeggio, first slowly and then with increased speed. Again, the point at which the accidentals occur corre-

sponds to the needs of natural hand posture, thus aiding the acquiring of comfortable facility.

After the hands have formed the habit of correct posture, they must be made strong and flexible. The development of strength, or force, may be greatly facilitated by attention to the way in which one plays. Never play from the shoulders. Indeed, the source of strength that lies behind the heaviest chords should never go beyond the hand, the wrist, and a very little (less than half) of the lower, or forward, forearm. If the source of strength is allowed to go beyond that—into the upper forearm, the elbow, or the shoulder—the resulting sound is harsh, instead of forceful, and opens the way to fatigue, which

ruins tone. It should always be remembered that a beautiful tone is one of the greatest assets to the successful artist.

The acquisition of strength and speed leads, eventually, to the making of music; in itself, it is quite unmusical. It is entirely gymnastic, or mechanical, and for that reason should be approached apart from music as such. I do not believe in practicing technic by selecting a technically difficult passage from some major composition and working on that. The student should acquire technical mastery over the problem as a whole before applying his knowledge to any one manifestation of that problem. For example, it is a mistake to use Chopin's *Etude in G-sharp-minor* as an exercise in mastering the sheer technic of double thirds. The process must be reversed. The student should have worked at the entire problem of double thirds, in all keys and rhythms, for years, before he is ready to attempt this etude.

A technical foundation must be acquired in its own right before it can properly be applied to musical interpretation; and the surest path to such technical foundation lies through the traditional system of scales and exercises. Nothing can take their place. Every piano student, regardless of his degree of advancement, should devote a fixed proportion of his daily practice hour to the sheer gymnastics of technic. The little beginner, who practices no more than thirty minutes a day, should early be trained to spend ten of them in scales and exercises. The advanced student, who works upward of four hours a day, should devote at least one full hour to scales, exercises, and formal technical studies.

Actually, such a division of time accomplishes more than the mere strengthening of finger-muscles, important though this is. In addition, it aids concentration and self-discipline. Technical drill is neither musical nor pleasant. It is harder to concentrate upon it than on playing some lovely work, from beginning to end, enjoying melody and harmonies as one goes along. Yet this very enjoyment tends to take the keenest edge from self-criticism. I am by no means implying that the student should not enjoy his work. Far from it! But a limited time of concentrated and critical technical drill, quite regard-

less of its pleasure value, provides the very discipline that makes music study valuable.

Advocating as I do the drill of exercises, I am often asked about the means of adjusting sheer technical, or mechanical, precision to the requirements of musical, or interpretive, playing. At one end of the plan of study, we have finger gymnastics; at the other, thoughtful musicianship. How and when is a bridge constructed to join them, so that technical facility does not sound mechanical, and musical interpretation is not defeated by inadequate finger-work?

How to Merge Technical Facility with Musical Interpretation

This bridge is constructed of two parts; first, the progressive difficulty of the exercises to be played, and, second, the progressive advancement of the student's musical thought. At the very beginning, the student plays scales and exercises. As he advances, he applies the mechanical principles of his exercises to such formal studies as those of Czerny, Kullak, Moskowski, Kessler, and the like. "The Etudes" of Chopin are *not* to be included here, for, though they are called studies, they are more difficult than most compositions and should never be used as practice drills. When he has emerged from a period of studies, the student finds himself in possession of technical principles *plus* their application to the rhythm, phrasing, precision, and continuity of musical ideas. In such a way, then, he builds the first step of his bridge from repetitive exercises into musical thought. Only after he has practiced exercises in double thirds, and a few formal studies in the application of double third technic, is the student ready for the Chopin *Etude in G-sharp minor*.

The second step of our bridge between exercises and music lies in the student's advancement of musical thought. As his studies progress, we may suppose that his mental development progresses, too; and, as it does, he must be taught to realize that technic can be perfected without too much mechanical insistence. Thus, he gradually carries over the gymnastic theory of his exercises, and the practical application of his etudes, or studies, into the building of musical expression. This is of great importance. When the inexperienced student is taught to practice octaves, he knows quite well what he is doing; when, later, a Kullak study is entitled *Octaves*, he again knows what he is doing. But when he embarks upon the sea of musical interpretation, he must decide for himself which type of technic is applicable to which passages. Take, for instance, the final movement of Beethoven's "Moonlight Sonata." True, the opening measures and many of the latter measures are written as arpeggios. But the style of the work is quite defeated if these notes are played with the supple lightness of the technical arpeggio. In this particular passage, the notes must be treated as chords, played in a broken or arpeggiated fashion. Thus, the bridge between technic and music cannot be completed until the student is able, not only to perform, but to determine the type of technic required by the style of the composition before him.

When the student arrives at a more advanced consideration of music, he will find that technic and style are inextricably bound together. Through his individual style, each composer has his own technical approach, and interesting discoveries can be made by comparative studies. For instance, Bach's *Prelude in B-flat minor*.

with its insistence upon thirds and fifths, requires the same depth of touch as one of the calmer "Intermezzi" of Brahms. Again, a technic applicable to Chopin is very different from the one just mentioned—yet quite similar to the approach to Debussy. Scarlatti and even Haydn can be approached with the light, *volante* technic we associate with the sound of a harpsichord. But Mozart cannot! He requires a depth of thought, a *tenuto* quality, both in concept and technic, that is comparable to no other style. In French, we say that we approach Mozart as though we were playing on eggs; too heavy an approach will break the eggs; too light an approach will sound *précieux* and meaningless. Such interpretive considerations are so intimately bound up with technic that we cannot rightly confine the latter to a mere matter of facility and speed.

And yet facility and speed must come first in order of study! For the first year of study, indeed, they dominate the scene. For the early years, I recommend the following plan of study. *First year*: scales, arpeggios, held notes; easy Czerny studies; also, studies from a collection such as "Le rythme des doigts" ("Finger Rhythm") by Stamaty, and the simpler little

A Church Program in China

新加坡中華基督教會中西歌詠團主辦樂歌詠節

參加協理

音樂崇拜大會秩序

朝 曦

THE DAYSPRING

(By J. Sebastian and H. Alexander Matthews.)

第一部：基督降道 (經文：路加：一章六十八至七十九節)

No. 1. THE COMING OF CHRIST
由呂光烈主唱
with solo by Mr. A. L. Faurec
其意之顯，天父召來降，滿地歡喜與讚美，他的聖靈應邀一切，
總的恩惠由出於慈心內，離有安息甘福，預首等到黃金律。

1. Hallelujah of Eternity
永恆上
就讚頌上，快樂無窮，他在天師之中隔障，在我們的友朋。
左面的敬主為稱我們已榮的，使我們歡呼樂于奉名。

2. Welcome, O Fairest Lord
永恆上
就讚頌上，快樂無窮，他在天師之中隔障，在我們的友朋。
左面的敬主為稱我們已榮的，使我們歡呼樂于奉名。

三 華比連

3. Nativity Song.
普世歡呼，慶祝耶穌降臨，非空位而後歡欣，
不安求序，祇得不止，他夜就上升臨。

第二部：神的安慰 (經文：詩篇：九十—篇)

Part II. COMFORT AND COMFORT Phalm XCI

四 世界之光 由呂光烈主唱

4. Light of the World solo by Miss Ch' Yeh-chen
世界之光，永遠明照，生命之光，快慰無窮，永不黑暗，
一即醒覺，若此之光。

五 金馬利歌 由中興教會青年歌班演唱

5. Hallelujah Earth every Corner Sing
不計勝數上千年，在天之上，地之中，每物生土，
不計勝數上千年，滿地歡喜，萬物歡舞，萬物歡舞。

Dr. H. Alexander Matthews, well known English-born American composer, sends us this unique program of a Cantata by his brother and himself which was presented in China.

"Preludes" of Bach. I may add that Stamaty, who is but little known in America, was a teacher at the Paris Conservatoire during Chopin's lifetime, and enjoyed the admiration of the great composer. He deserves to be better known. *Second year*: scales, exercises, continuation of the studies already begun, plus new exercises—like the "Exercises Préparatoires" by I. Philipp, or the system of velocity by Hanon, which serve the needs of the growing hand—and further work in the easier "Preludes" of Bach. *Third year*: continuation and review of preceding work, with the

addition of studies such as those by Pischna, at the start of Bach "Inventions." After the third year, the student's individual needs should govern the course of study. Every student needs the drill given by the studies recommended for the first three years; after that, no set system is advisable. Only the developing needs and abilities of the student himself can now gauge the direction that further study shall take. The foundation laid during those three preliminary years should start the student upon the bridge between the smaller goal of technic and the larger ultimate goal of music-making.

Silent Practice

An Aid to the Soft Accompaniment Touch

By Frances Taylor Rather

In playing certain types of compositions those in which the melody should stand out clear above the accompanying harmonic structure the main difficulty with the inexperienced performer lies in securing the proper balance of volume between the two parts. "Sole Practice" is of inestimable value as a direct and immediate aid in the acquirement of a soft and companionable touch.

Sections of pieces that are to be studied, calling for subdued accompaniment, will provide material fully adequate for silent work in preparation for the soft accompaniment touch. The finger tips, in well curved position, should rest lightly upon the keys, and no sound should be allowed to escape as the keys are depressed to the full depth.

At each practice, after the silent work is done it is well also to have the tones played with the softest possible tone. (Note the words, "softest possible", which indicate a tone softer than what is actually needed for the real accompaniment.) This will prove helpful in securing the balance of tone to which reference has already been made.

In mapping out this practice for a child, the teacher should give a definite plan, signifying specific number of times for each type of practice—the silent and the *pianissimo*. Some separate work should also be done on the melody tone after which the following plan will be of advantage: the playing of the melody tones with firm, singing pressure, simultaneously with the silent accompaniment and, later, with the *pianissimo* accompaniment.

It can be readily seen that time and concentration are absolute necessities for this work. In one type of performance in which the speedster cannot exercise his speedometer, or exhibit his flying skill; for silent playing must be done slowly. It is physically impossible to do it any other way.

One thing to be remembered, as a final injunction, is that even though silent practice brings ready response, in its preparation for solo accompaniment playing, its practice should be continued until the touch becomes a fixed habit.

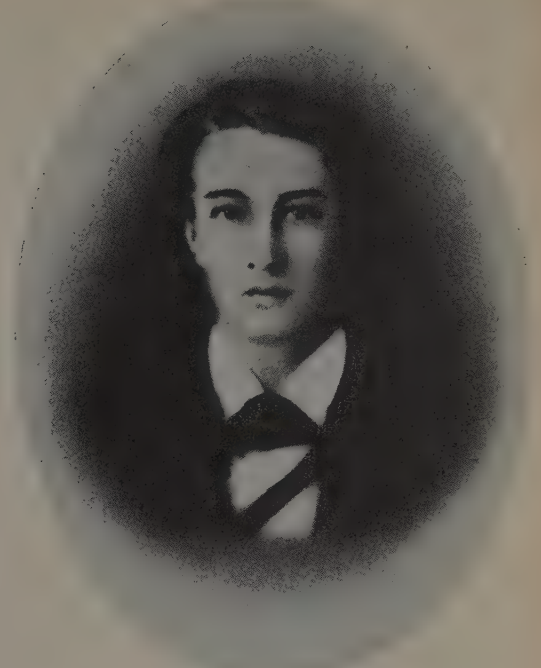
It is unnecessary to devote long daily practice periods to this work. A short, well-planned practice each day will serve, not only as a safeguard against slipping back into the old rut, but will soon ensure real and lasting efficiency in the use of the soft accompaniment touch.

Coördination and control of the body, not the movement of the feet, make a dancer; coördination and control of the body, not the noises from the throat, make a singer.—*Francesco Lamperti*

Sidney Lanier: Poet, Man and Musician

By Gustav Klemm

"Music Is Love in Search of a Word"—*Sidney Lanier*



SIDNEY LANIER IN HIS EARLIER YEARS

The poet was fifteen years old and was already manifesting his talent. The picture is loaned to THE ETUDE by the Johns Hopkins University Library of Baltimore.

THE WAR BETWEEN THE STATES still goes on. The struggle has narrowed down now to only two States, Georgia and Maryland. The valiant battle rages within their confines—war of love, as it were—over the Life and Works of Sidney Lanier.

Georgia, his native state, served as a base for the activities of the first thirty-one years of his life, from his birth at Macon on February 3rd, 1842. But these were tentative, formative years, and the real Lanier, the Lanier we know to-day,

together they sang their way out of the world of war and into the land of dreams they both knew so well.

While serving as a signal officer on a blockade runner, the twenty-two-year-old Lanier was captured and sent to the prison at Point Lookout in Maryland, at the confluence of the Potomac River and the Chesapeake Bay. Here the delicate Lanier spent nearly four months under pestilential conditions that make the death-rate of fifteen to twenty daily readily believable. But through it all—a description of these distressing days may be found in his first and only novel, "Tiger Lilies"—Lanier dreamed his poems into being and made translations from Heine and Herder. Many of Lanier's fellow prisoners have written of the cheer and comfort he brought to their dismal, disease-laden surroundings during the hours he played upon his flute which he had smuggled into prison by hiding it up his sleeve. One of his improvisations was remembered by the young Virginian, John Bani-

was to prove fatal only sixteen years later, and to rob not only Georgia and Maryland, but all America, of one of its sweetest singers, one of the first true poets to emerge from a land laid waste.

The Restless Spirit Wanders

After trying his hand at teaching and the law, not to mention a period as night clerk at a hotel in Montgomery, Alabama, Lanier turned his eyes northward, to that glamorous land of large universities and libraries, symphony orchestras, famous people. This singer of songs was eager to try his wings. As John Saulsbury Short tells us in his excellent monograph, "His scant equipment, when he set out, was an antiquated flute, a few poems, and open-eyed ambition."

His original destination was New York, but he got no further than Baltimore. It was in this Maryland metropolis, housing both the Peabody Conservatory of Music and the Johns Hopkins University, that Lanier spent the rest of his days. Both of these institutions, their fame brightened by the association of this poet-musician, are becoming increasingly proud of the honor brought both to them and to Baltimore from the time of his arrival in September, 1873, until his death, at thirty-nine, in 1881.

On that famous trip north Lanier stopped off to play the flute for Asger Hamerik who, as director of the Peabody Conservatory of Music, was busy with ambitious plans for a large Peabody Symphony Orchestra. The discerning Dane was enthusiastic over Lanier's playing—Lanier had had only a few lessons worthy of the name—and spoke very encouragingly. That night, Lanier wrote his wife, who had remained at home in the South until the young voyager could find a safe harbor that promised shelter for his family: "It is therefore a possibility that I may be first flute in the Peabody Orchestra, and so we might dwell in the beautiful city among the



(Above) Sidney Lanier's Home at Macon, Georgia. (Right) Sidney Lanier's Desk at Wesleyan College, Macon, Georgia, where Lanier lived. Standing beside the desk is Miss Ida Stephens, a graduate of the class of 1940. Miss Stephens is the great, great niece of Alexander H. Stephens, vice-president of the Confederacy.



came into being during that pathetically brief span of eight years which followed his settling in Baltimore in 1873. It was in those last eight years of his life, in Maryland's largest city, that he wrote "Sunrise," "The Marshes of Glynn," "The Symphony" and other of his major works. And so it is that Georgia and Maryland do battle to honor one of their most illustrious and famous figures. A gentle smile must break through his great beard as, perched on some distant Parnassus, he contemplates this friendly struggle between his native and adopted states.

Lanier is no stranger to war. This gallant Southern gentleman, armed with a flute and the pen of a poet, served through nearly four years of the Civil War. On the march or in camp at night, when cares were light or heavy, Lanier invariably turned to his beloved flute, and to-

gether they sang their way out of the world of war and into the land of dreams they both knew so well. When Lanier finally emerged from Point Lookout, he had already contracted the disease that

ster Tabb, who first heard it while lying in bed, ill with fever. Many years later, Father Tabb, then a well known poet, passed the tune on to Edwin Litchfield Turnbull who made a setting of it, later published under the title, *A Melody from Lanier's Flute*.

great libraries and midst of the music, the religion and the art that we love—and I could write my books, and be the man I wish to be. I do thank God even for this dream."

The dream came true, and Lanier was made first flute of the orchestra. As for his playing, we can do no better than to quote Hamerik, a distinguished musician and composer of real ability: "In his hands the flute no longer remained a mere material instrument. Its tones developed colors, warmth, and a low sweetness of unspeakable poetry. He would magnetize the listener. I will never forget the impression he made on me when he played—his tall, handsome, manly presence, his flute breathing noble sorrows, noble joys. Such distinction, such refinement! He stood, the master, the genius!"

In 1879, two years before his death, and after a period of procrastination on the part of the Board of Trustees of the Johns Hopkins University, Lanier was finally appointed as lecturer in English literature, a post for which he had prepared himself by intense self-application during his Baltimore years. Hopkins is justly proud of his "Ode to the Johns Hopkins University" which ranks high among poems of this type. A Lanier Alcove has been arranged in Gilman Hall which houses the university's large library. Gradually, under the friendly guidance of Dr. John C. French, Librarian, a collection of Lanieriana is being gathered together which is second only to the family's archives.

A Memorial Room

Just recently a Lanier Room has been opened on the second floor of Gilman Hall. Overlooking the broad green campus, this large, square tower room, directly beneath the huge clock that brings the students on time for their various classes, centers about the formidable Victorian desk used by the poet for many years. It is a strange contraption, in walnut, with several dozen small drawers, pigeon-holes, secret compartments and sliding panels. When the desk was opened, some months ago, one of the compartments yielded several manuscripts, fragments of compositions by Lanier. A number of Lanier's books, many of his letters, a dictionary he used, several chairs and a table—all these and more—will go into the Lanier Room which will further contain a vast amount of memorabilia available to students. Incidentally, one will enter the Lanier Room through the actual door of the poet-musician's former Baltimore home located at 33 Denmead Street (later 20th Street), since torn down to make way for a parking lot.

The career of Sidney Lanier parallels at many points that of Edgar Allan Poe, another of Baltimore's

adopted sons. Henry L. Mencken marked the resemblance many years ago when, writing as "Free Lance" in *The Evening Sun* of August 1st, 1913, he had this to say: "Both were Southern born; both found opportunity in Baltimore; both died here. The verse of each is confined to a single volume of moderate size; each was distinguished as a daring and iconoclastic critic. Poe died at forty; Lanier at thirty-nine; both were given resting place in death by strangers. Both labored manfully against infirmity; both tasted the most bitter poverty. And both have been the victims of that flamboyant, sophomoric, parochial over-praise which passes for criticism in the South."

This was written at the peak of a campaign to erect a suitable memorial to Lanier whose grave in Greenmount Cemetery, in Baltimore, had remained unmarked since his burial there in 1881. Frederick R. Huber, who has since become director of municipal music in Baltimore, was active in the agitation which finally attracted the interest of the press. Considerable prominence was given to the appearance at McCoy Hall, as a speaker during the campaign, of Dr. Edwin Mims, of Vanderbilt University, author of the first definitive biography of Lanier. The hall was crowded, and there was music consisting of some of the more celebrated settings of Lanier poems. The upshot of it all was that to-day his grave is suitably marked with a giant boulder of pink granite from his native Georgia. The boulder bears a bronze tablet on which is included this inscription:

"I Am Lit With The Sun"

a line from one of his greatest poems, "Sunrise," written during his last days, when suffering from a fever that hovered almost constantly around one hundred and four degrees.

Writing of the beauty that Lanier seemed always to bring out of his sorrows and suffering, we are reminded of the conditions that surrounded the creation of "A Ballad of Trees and the Master," one of his most famous poems. It was written in November of 1880, at a time when Lanier was quite ill and unable to leave his house, at 1817 North Calvert Street, in Baltimore. The morning mail brought a letter from a friend, also ill, offering Lanier a bottle of new tonic which the friend had found of help. While it was out of the question for Lanier to get the medicine, he did not want to appear unappreciative and so, although the day was bad, he asked Mrs. Lanier to make the trip. She writes; "As I went to change my house dress for a warmer one, he began to write on a sheet of paper. I had been gone from the room perhaps fifteen or twenty minutes. When I came back he handed me the paper, saying,

Take this to her and tell her that it is fresh from the mint.' It was 'A Ballad of Trees and the Master,' just as we have it, without erasure or correction."

Many famous composers—H. Alexander Matthews, Daniel Protheroe, George W. Chadwick and John Alden Carpenter, to name only four—have made settings of this famous Easter lyric, using either its title or its first line, "Into the Woods My Master Went." It is also found in the "Methodist Hymnal," *Hymn Number 132*.

Composer as Well as Poet

While Lanier's poems have been set to music by a number of composers, he himself did a bit of composing. The first composition bearing his name as author and composer was called *Little Ella*, a "dated" ditty of frankly sentimental appeal, written for a young lady, Miss Ella Montgomery, of Montgomery, Alabama, who befriended him on the boat that bore him down the Chesapeake Bay from Point Lookout prison to City Point, Virginia.

When Lanier had his try-out for Hamerik, he played his own *Field-Larks and Blackbirds*. One of the few settings Lanier made of the poems of other writers is his setting of Tennyson's "Love That Hath Us in the Net." Lanier's brilliant *Danse des Mouches* is an attempt to describe a swarm of gnats into which he and his brother Charles wandered, early on a warm morning, in the summer of 1872. While Lanier often referred to this humorously as his "Gnat Symphony," it remained for Gustav Strube, teacher of composition at the Peabody Conservatory of Music, to write a full-length work known as "The Lanier Symphony."

It is unfortunate that Lanier did not live to write the music that welled up within him. That he had a great gift is attested to by all those with a real sense of appreciation who heard him. After a concert in Brooklyn, in November of 1873, he received a note from Alice C. Fletcher, that distinguished ethnologist who devoted her life to the study of North American Indians. Wrote Miss Fletcher: "Your flute gave me that for which I had ceased to hope, true American music, and awakened in my heart a feeling of patriotism that I never knew before. When *Swamp Robin* (one of Lanier's compositions) came upon the wings of melody, I found worship in my native Land and Tongue."

Adelina Patti, in a slightly extravagant mood, once wrote of Lanier: "He reveals to me a world of soul sweeter than music. I cannot sing; he has made my music smell musty."

Roland McDonald, then music critic of the New York Times, had this to say: "He is a thorough master of florid style, executing the most brilliant passages with the utmost ease and grace. His facility in reading

elaborate compositions at first sight is a marvel to all who have heard him." He then goes on to praise the melodies of Lanier's music, "so full of the coolness and freshness of the woods."

In a day when the music of Wagner was still caviar to the general, Lanier liked the strange, new music of Richard the First on his initial encounter. He returned to his room after a concert in New York, on August 15th, 1870, and wrote his wife: "Ah, how they have belied Wagner. I heard Theodore Thomas' orchestra play his overture to 'Tannhäuser.' The Music of the Future is surely thy music and my music. Each harmony was a chorus of pure aspirations." Such discernment at that time was as rare as it was keen.

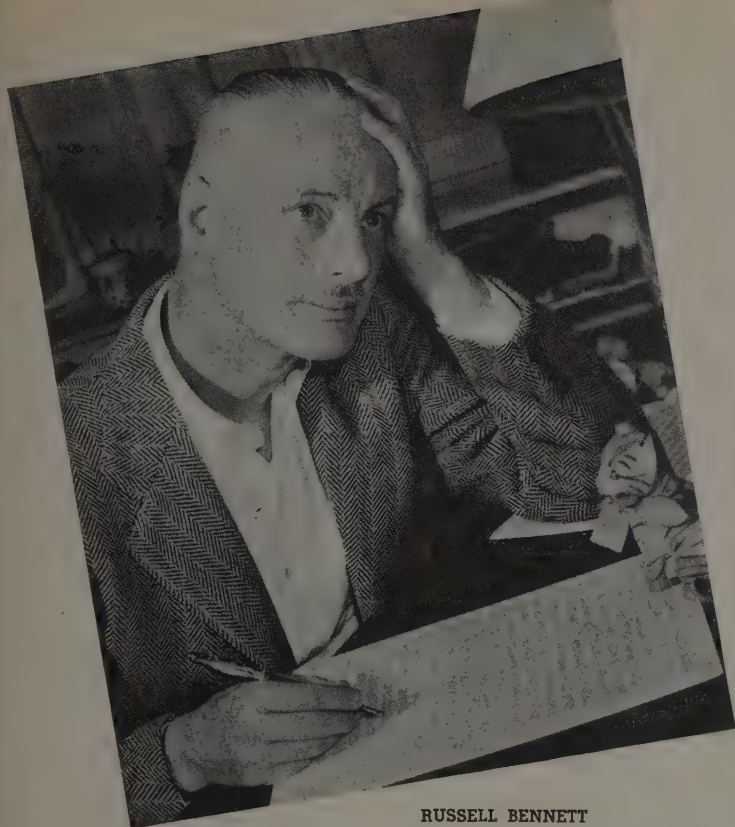
When Lanier thus tilted his pen at a lance in defense of Wagner, he had no idea that six years later the two would both be important figures in one of America's greatest celebrations. This was the Centennial Exhibition held in Philadelphia in 1876. Wagner wrote his "Centennial Inauguration March" especially for the occasion. Lanier, for his part, wrote the words of a cantata, "Meditation of Columbus," which was set to music by Dudley Buck and performed at the inaugural ceremonies on May 10th. The orchestra was conducted by Theodore Thomas.

The waters of history have now closed over the agitation that waged in the press over Lanier's poem, which, foolishly, was published in advance of the performance and before the public had heard it alone with the music. But, at the time there was a great "to do." Lanier's poem was not at all what many people expected. As always, he was experimenting with words and form and making the way easier for the other exultant American, Walt Whitman. The success of the performance vindicated all of Lanier's pioneering theories. The huge audience, soloist and chorus stamped and cheered. Wrote Daniel Coit Gilman, president of Johns Hopkins University, "Lanier had triumphed. It was an opportunity of a lifetime to test upon a grand scale his theory of verse. He had come off victorious."

A Victorian Quiz

We are apt to think that quizzes are an exclusive product of our time. That such is not the case is evidenced by a set of questions and answers given to Mrs. Lawrence Turnbull by Lanier's widow. It seems that, during the 70's, a number of Baltimore parlors were brightened by a "young lady's album" or "table book." These books contained a number of questions, and young gentlemen who paid visits were invited to answer them. Lanier paid a call one evening, during the winter of 1874. His answer to this Victorian quiz are found, in part, below. Space permits us to list

(Continued on Page 342)



RUSSELL BENNETT

Mr. Bennett is one of the most distinguished of American experts in orchestration, apart from his reputation as a composer. His "Russell Bennett's Notebook" is one of the delightful musical features on the air.

Music on the Ether Waves

By

Alfred Lindsay Morgan

end of March the noted violinist had to leave on a concert tour, which is to take him as far west as Hawaii. Looking back at the Szigeti concerts, it is difficult to remember when we have enjoyed such a series; and we feel certain that in this many of our readers will agree.

"Russell Bennett's Notebook" is back on the air during the time that formerly was given to the Szigeti concerts. As before, this program presents a

gesture toward them is the program, "New American Music," a symphonic series designed to bring before the country's listeners the best creative efforts of contemporary composers (Tuesdays—10:30 to 11:00 P. M., EDST, NBC-Blue network). Mr. Black tells us that, in keeping with the theme of the program, "music of, by and for Americans," listeners will be invited to write letters of criticism after each broadcast. The best letters, favorable or unfavorable, on the program as a whole or any part of it, will be subsequently read on the air. Besides presenting first performances of worth while new works, Dr. Black says he will give second and third performances to works which he and the radio audience feel warrant further hearing. Third performances will largely be determined by the letters received. In this way he hopes to be helpful in perpetuating new works which might otherwise be forgotten following their premières. This broadcast seems to us a further testimony to Black's pioneering spirit. In his years as NBC's general music director, he has been instrumental in introducing countless works by the rising generation of American musicians.

The promise of second and third performances to works previously heard on this program will of course greatly help in giving listeners a fuller idea of the composition's worth. Samuel Chotzinoff, director of the music division of the NBC, points out that this broadcast will be an experimental one, and therefore "will only be continued as long as we have the help and sympathy of listeners, no longer." Since the interest in American music has grown by leaps and bounds during the past year, we feel certain that the help and sympathy of listeners will be widely manifested. And, since this is a distinctly worth while program, one of America for Americans, we urge our readers to contribute to its success by writing in upon occasion and telling those who sponsor it what they like and what they dislike.

Spring is the season of the year for planting gardens. Maybe you need some expert advice on gardening. If you do, turn your dial to Tom Williams (Columbia network, Saturdays, 10:30 to 11 A. M., EDST). In his broadcasts, the "Old Dirt Dobber"—as he likes to be called—answers questions from listeners in all parts of the country and makes nominations for members in the "Order of the Green Thumb"—that organization for gardeners with a magic growing touch. "The early bird gets the worm, and the early gardener gets the plants and flowers," says Tom. Around the end of March he was (Continued on Page 353)

DURING THE PAST YEAR, there has been a number of shifts of radio programs on very short notice. And so, if, at any time, we write glowingly about a certain program and then you find we've seemingly gone haywire, give us the benefit of the doubt and refer to your newspaper. It may be that the program in question has been shifted to another time period, or it may be that it has been replaced at the very last minute. It so happens that, several months ago, we waxed very enthusiastic over Russell Bennett's Notebook, but just about the time one of our write-ups on this unusual show appeared, the program of this American composer had changed to a half hour recital by Joseph Szigeti and the WOR Symphony Orchestra, directed by Alfred Wallenstein (Mutual network—Sundays, 7:00 to 7:30 P. M., EDST). Now, there's no question that Szigeti's programs were among the most important musical series in the history of Mutual's New York station, WOR. It may seem strange that such an important event was not announced far enough ahead for us to speak about it sooner. But radio is wholly unpredictable. After all, the engagement of a noted artist like Szigeti may not be arranged far ahead, for a number of reasons. It could be that the artist might have concert schedules which would have to be altered to fit the time for the broadcasts; or, as was presumably the case, the artist might be on a concert tour and unable to complete the contract to the satisfaction of all concerned until he returned. Any one of a dozen things could have prevented advance news, or rather news far enough in advance to make copy in a musical periodical of THE ETUDE's importance. We did hope that the Szigeti concerts would be continued during the spring season, but toward the

free expression of Bennett's musical ideas; and, as before, he acts as his own commentator between numbers. Most of the music on this program is Bennett's own, although occasionally he performs the works of other contemporary American composers. Mr. Bennett at all times conducts the orchestra. The latest news on the Bennett show is the composer's promise to present a new series of "Music Box" operas. It will be recalled that last fall he introduced to his listeners his "Music Box Opera No. One" based on the old song, *Clementine*. These "Music Box" operas are a novel form conceived by Bennett. In them he develops an entire one-act opera within the framework of a traditional American folk melody. By way of opening the series at the end of March, he gave us a miniature grand opera based on *The Man on the Flying Trapeze*.

New Opportunities for American Composers

Russell Bennett should hardly need an introduction to our readers, but just in case some folks are not up on their American composers, we would like to point out that he is one of the country's most versatile. In the theatrical and movie world he is widely known and much admired for his brilliant orchestrations of such musical shows as "Panama Hattie" and "Show Boat." And also he is considered by many to be an important composer of concert music.

Frank Black, general musical director of the National Broadcasting Company, has long been a great friend of American composers. His latest

RADIO

THE FINEST RECORDING of a Toscanini performance yet made with the NBC Symphony Orchestra is to be found in the Victor Set (M-740) of Brahms' "Concerto No. 2 in B-flat major, Op. 83" for piano and orchestra, in which the conductor's noted son-in-law, Vladimir Horowitz, is the soloist. Fortunately, for all concerned, this recording was made in Carnegie Hall, New York City, rather than in the studio from which the orchestra broadcasts, where the tone is often shallow and harsh. The superb coordination of the pianist and the conductor in this set raises the old question of whether this work can be rightfully regarded as a piano concerto or a symphony with a featured piano part. In truth, it is something of each—a work that demands incomparable virtuosity from its dual protagonists. Twice before has the concerto been recorded, and although at least one of these previous sets—that of Schnabel and Boult—had its admirable moments, neither had the flow and drive of piano and orchestral parts that is apparent here. Brahms' second piano concerto is perhaps more readily understood than his first; since the musical thought is less complex. And even though the first movement is somewhat involved, the form of the work is clearly worked out. The *Scherzo* is delightfully capricious in rhythm; the slow movement is poetic, lofty and serene, and the *finale* is music of sheer enchantment.

It becomes increasingly evident of late that without the type of realistic reproduction we have been given in the past two or three years, a performance of a major orchestral work can prove unsatisfactory despite an excellent interpretation. Nothing, in our estimation, illustrates this contention better than the set of Strauss' "Ein Heldenleben, Op. 40" by Artur Rodzinski and the Cleveland Orchestra (Columbia Set M-441). Here we have a reading that has thrust and drive, and a full understanding of Strauss' intentions. But the reproduction is lacking in instrumental clarity, and when compared from this aspect to the Ormandy-Philadelphia Orchestra set, it leaves much to be desired.

Tschaikowsky's "Symphony No. 3, in D major, Op. 29", commonly called "Polish", is a work free from the morbid qualities of the fifth and sixth symphonies. True, it does not have the vitality of its successor, the fourth, but it has a distinctive charm of feeling, invention and skill. It is far more effective, as one writer has said, than many over-played symphonies by other composers. For this reason, as well as the fact that the performance is admirable, the new set of this work played by Hans Kindler and the National Symphony Orchestra (Victor album M-

747) is most welcome. The best of the work lies in its first three movements; and one of these, the second—marked *à la Tedesca*—is among the composer's most gracious lyrical utterances. There is more of the German than the Polish flavor in this music, but the fact that the final movement is in the style of a *polonaise* has prompted its sobriquet. Superior recording makes this set preferable to an earlier, though perhaps more brilliant, reading by Albert Coates.

Victor has issued a "Sibelius 75th Anniversary Album" as a tribute to the composer. The three compositions recorded are *Finlandia*, *The Swan of Tuonela*, and *Lemminkäinen's Homeward Journey*, all played by the Philadelphia Orchestra under the direction of Eugene Ormandy (Album M-750). There are several fine recordings of *Finlandia* (notably the Beecham and the Rodzinski ones), but none is more cleanly performed and recorded than this new one. Ormandy's performance of *The Swan of Tuonela* flows more smoothly and hangs together better than either of the previous issues; *Lemminkäinen's Homeward Journey* is pure descriptive music, similar in formula to Wagner's *Ride of the Valkyries*, but Sibelius provides more contrast and color and a more imposing climax. Ormandy gives a brilliant performance of this work.

Aaron Copland's "Music for the Theatre", composed in 1925, is an excellent example of the way many American composers were writing at that time. Music for the theatre means music of entertainment; and Copland's music is derived from many sources. The influence of jazz, for one thing, dates the work to-day. There is much of the Stravinsky of "Le Sacre du Printemps" in this music. But side by side with passages of jazzy implications and marked dissonance come others of great poetic beauty. The work is ingeniously scored, but less skillfully worked out from a standpoint of form than Copland's more recent music. Howard Hanson and the Eastman-Rochester Symphony Orchestra do justice to this composi-

tion, so well recorded in Victor Album M-744.

Those who have not already acquired a set of Beethoven's "Symphony No. 6" ("Pastoral") will do well to hear the Bruno Walter-Vienna Philharmonic Symphony version along with the Toscanini-B.B.C. Orchestra performance. For Walter's performance shows a rare understanding of the romanticism of the music; and his set (Victor G-20) offers a fine example of the taste and musicianship which has distinguished his conducting for years.

The last conductor recording a standard work is apt to have the final word these days, as far as reproduction goes. This is borne out by the recent issue of Mozart's delightful miniature symphony, "Eine Kleine Nachtmusik" (Columbia Set X-187), which is played by Felix Weingartner and the London Symphony Orchestra. Weingartner's performance is marked by a fine feeling for good phrasing and geniality, but it does not exceed the high standard of Bruno Walter's previous performance (Victor set M-364). Only as recording does it top the other set.

Howard Barlow and the Columbia Broadcasting Symphony give a brilliant and colorful exposition of Dvořák's delightful *Carneval Overture* (Columbia Disc 70739-D). Not only is this an excellent performance, but it is a most impressive and sonorous recording.

Mozart's *Serenade No. 10, in B-flat, K. 361* (for Thirteen Wind Instruments) is a work as unique as it is impressive. Written at a time when he was composing the opera "Idomeneo", it shows greater strength and variety than any work of its genre that he wrote. Edwin Fischer, conducting his Chamber Orchestra, gives a good account of this music in Victor Album M-743. Not all of the work is played, a first minuet and a romance being omitted; but there is more of the score in this recording than was previously available on other discs.

A "Paderewski Golden Anniversary Album" remains more a sentimental gesture on the part of the sponsors (Victor Album M-748) than a great artistic one. For Paderewski was not in his prime when he made any of these recordings, and without being at all patronizing it must be honestly said that all the pieces offered here, with the exception of the Mozart *Rondo in A minor, K. 511*, can be procured in better played performances. In our estimation Paderewski has given finer performances of other works on records than those selected for this album.

Rachmaninoff's "Suite No. 1 (Fantaisie) Op. 5", for two pianos is a youthful work, which is more attractive for its technical figurations than for its melodic content. It is a highly difficult work to perform. Vronsky and Babin, in Victor Album M-741, give a brilliant and effective performance of this music, and the recording is realistic; but the record surfaces are far from smooth.

Perhaps violoncellists alone know of the innovations that Pablo Casals has brought to the performance of his instrument. By the introduction of violin fingering and bowing, he has revolutionized the tech- (Continued on Page 341)

Recorded Musical Art

By Peter Hugh Reed



VLADIMIR HOROWITZ
Noted Concert Pianist and Recording Artist

RECORDS

The highly successful Atlanta (Georgia) Music Club has issued a history of its twenty-five years of intensive musical activity. The beautiful publication is prepared by the historian of the club, herself a contributing member to its growth. It contains pictures of its past presidents and records the club's concerts which have engaged the services of most of the great artists of the past quarter of a century. The book should be very valuable to anyone interested in any way in music club work, as it indicates the possibilities of such an admirable group.

When the larger history of our country is written, the part that women's music clubs have played in the development of our fine musical advance, will form a very large and important part in the volume. The Atlanta Music Club deserves the warmest congratulations upon its unusual achievements.

"The Atlanta Music Club"

By: Miss Nana Tucker

Pages: 105

Price: \$1.00

Publishers: The Atlanta Music Club

The Etude Music Lover's Bookshelf



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By B. Meredith Cadman

PENETRATING THE MIST OF THE NIBELUNG

One of the symbols of enlightened civilization is that the people of the countries abroad, now warring with Nazidom, do not permit their necessary military spleen to disturb their interest in old German legends. In January your reviewer commented upon the excellent recent English work concerning "Die Meistersinger" by Robert M. Rayner. Now he brings to your notice a very unusual and understanding exposition of Wagner's "Ring of the Nibelung," written by the distinguished Australian-American virtuoso-pianist, Ernest Hutcheson, President and Director of the Juilliard School of Music, and issued by publishers who find themselves artistically far above even considering the cruelties and intolerance exhibited in Nazi Germany.

Why is it that so few people, even those who have seen the "Ring" several times have no clear idea of what it is all about. We feel that it is due to the confusion between the Wagner "Ring of the Nibelung" and what is known as the classical *Nibelungenlied* ("Song of the Nibelungs"). The original *Nibelungenlied* is an epic poem of unknown authorship believed to have been written between 1100 and 1300. It is a collection of several pagan legends and traditions. The *Nibelungs* were members of a malevolent Germanic family, who were supposed to possess a "magic hoard of gold." The theater of action was located at Worms, then the capital of Burgandy. In this poem *Siegfried*, a warrior who has obtained the family gold, marries *Kriemhild*. *Siegfried* then secures the Icelandic *Brünnhilde* as a wife for *King Gunther*. *Gunther* is the brother of *Kriemhild*. *Brünnhilde* causes *Hagen* to kill *Siegfried*. *Hagen* then takes the treasure and buries it under the river Rhine. The poem then sets forth the way in which *Kriemhild* avenges the murder of *Siegfried*, her husband. First she marries *Etzel* (*Attila, the Hun*) to whom she bears a child. Later, when her brother, *King Gunther*, visits her court, there is a kind of pagan "free for all" in which practically everyone except *Etzel* is slaughtered in true barbaric fashion. This is a fairly definite narrative, not hard to outline.

Wagner, of course, was familiar with the "Nibelungenlied;" but his great trilogy, "The Ring of the Nibelung," to the composing of which he devoted twenty-six years, is quite different from the famous pagan poem, the "Nibelungenlied," with which it is often confused. Wagner

took most of his material from old Icelandic legends, notably the *Valsunga Saga*. One of the best English versions of these Icelandic originals is "Sigurd the Valsung" by the great English poet and craftsman, William Morris.

The musical public, not merely the opera going public, should be very grateful to Mr. Hutcheson for making an extraordinarily lucid guide to this magnificent masterpiece. The writer

reuth. The tremendous energy, patience, dogged persistence and incandescent genius of the fabulous Wagner, harassed on all sides by apparently insufferable troubles, and meeting his difficulties with a ruthless audacity, astounding at all times, present a picture unequalled in history. Wagner dipped into the Icelandic legends and chose what he needed to paint his huge canvasses.

Mr. Hutcheson is blessed with a very orderly and analytical mind. We know of no other who could have written this book with such clarity and continued interest. There are over two hundred and forty-five notation examples, illustrating the text. Anyone who can play these notation examples, or have them played by a musical friend, will gain a new vista of this heroic work. The book makes an admirable study text for music clubs broad enough to forget Nazi prejudices in order that the members may enjoy one of the greatest musical dramatic creations of man.

"Ring of the Nibelung"

By: Ernest Hutcheson

Pages: 215

Price: \$2.75

Publishers: Simon and Schuster



ERNEST HUTCHESON

Author of "The Ring of the Nibelung."

has read many such guides in different languages, including the excellent ones of Kobbe, Matthews, Corder and Lavignac, but finds this by far the best that has yet appeared.

Wagner began the "Ring" with the writing of the poem of *Siegfried* in 1845, but the three music dramas and the prelude were not done in their entirety until 1876, when they were presented under the baton of Hans Richter in Bay-

FORTY YEARS OF MUSICAL USEFULNESS

The Etude hails the new edition of "Baker's Biographical Dictionary of Musicians," other editions of which have been helpful companions on your reviewer's desk for forty years. Dr. Theodore Baker, a revered American pedant, (born in New York in 1851) was a pupil of Oskar Paul in Leipzig. His training was almost exclusively German, and he spoke with an accent. He represented all that was best in the "tüchtiger Deutscher Wissenschaftlicher" of the old school, to whom truth and facts were altars upon which he worshiped. In 1892 Dr. Baker became literary editor and translator for the firm of G. Schirmer, Inc., in New York. Of his many excellent works in German and English, the "Biographical Dictionary of Musicians" is the foremost.

The great problem in all such dictionaries is that of which musicians to include, and how much space may be justly given to each musician. Not until one has approached this task can one estimate its endless difficulties. It means that some ten thousand careers must be placed upon the scales of history and minutely weighed so that the proportionate amount of space may be

BOOKS

allotted. After that it remains for the lexicographer to weigh each biography so that the real accomplishments likely to be remembered might be properly presented and preserved. Not only must international needs of such a book be considered but also the peculiarly American requirements, because many serious musicians of great significance to American musical achievement are scarcely known in other countries, where their fine accomplishments would surprise many.

Dr. Baker's "Dictionary" first appeared in 1900 and was at once recognized as a scholarly work, written without bias and singularly complete in essential information. It was 653 pages long. The original intention was to re-issue the dictionary every five years. A second edition did not appear until nearly twenty years, when in 1919 was issued an edition under the editorship of Alfred Rémy. This edition contained 1094 pages. Dr. Baker died in Dresden in 1934, at the age of eighty-three. The present edition of 1234 pages was prepared by a large corps of workers. Dr. Paul Pisk conducted the preliminary work. According to the preface, "the greater share of the burden rested on the shoulders of Gustave Reese," a musical savant of high attainments. Nicolas Slonimsky of Boston also had a significant part. Some useful shorter dictionaries may be obtained at a lesser price, but the writer knows of no biographical dictionary of its size and price, in any language, which equals Baker's in general usefulness.

"Baker's Biographical Dictionary of Musicians"
Pages: 1234
Price: \$6.00
Publisher: G. Schirmer, Inc.

MISCELLANEOUS CHAMBER WORKS

Etude readers have been made familiar through previous issues with the "Longmans Miniature Arrow Score Series," edited and devised by Albert E. Wier. This series includes thus far the Chamber Music of Beethoven, Brahms, Mozart, Haydn, and Chamber Suites and Concerti Grossi.

The final volume of miniature scores in this series is devoted to "Miscellaneous Chamber Works" of such composers as Arensky, Dvořák, Fauré, Franck, Grieg, Mendelssohn, Schumann, Smetana, Tchaikowsky, Debussy, and Verdi. In these six volumes there are assembled most of the significant chamber music works in the literature of music, trios, quartets, quintets, sextets, septets and octets. Thus, at a cost, which in the old editions would have been many times as great, one may now secure a library of chamber music material of high class with the novel arrow system which points out the main themes. "Miscellaneous Chamber Works"

Edited by Albert E. Wier
Pages: 352 (four plates to a page)
Price: \$3.00; Cloth, \$5.00
Publisher: Longmans, Green and Company

MUSIC AT THE BEGINNING

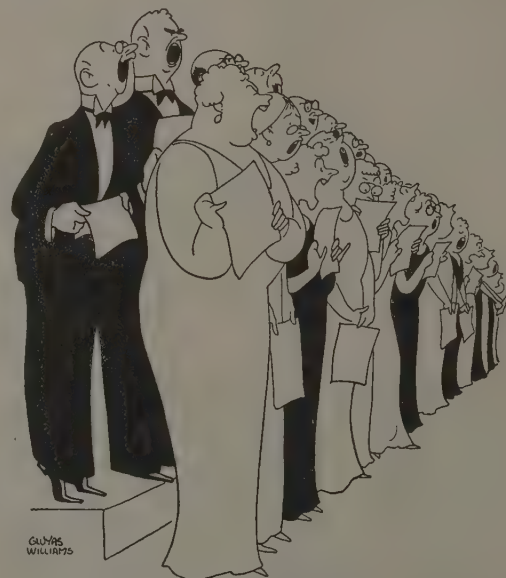
In the old days, child music study meant just this: the teacher was engaged; she recommended a book; and the child was taught to play as soon as possible. Now, thanks to pedagogs and psychologists, the subject of elementary music education has had scores of varied surveys made; and whole libraries of books, written by able specialists, have appeared. Thus, Frances Wright, Associate Professor of Music at the University of California in Los Angeles, has, in her "Elementary Music Education," discussed the Child Voice, Pitch, Monotones, Syllables, Time and Tone Me-

chanics, Mechanical Aids, Outline of Grades, Distinctive Phases of Music Education, Rote Songs, Song Interpretation, Music Reading, Music Appreciation, Music Writing, Creative Music, Extra Music Activities, and so on. The book is designed for the training of teachers for public school work. It is excellently documented.

"Elementary Music Education"
Author: Frances Wright
Pages: 238
Price: \$2.50
Publisher: Carl Fischer, Inc.

MUSIC CARICATURES

There is only one Gluyas Williams just as there is only one Niagara Falls and only one worth while scrapple which thrives around Philadelphia. Any reader of the "New Yorker" will confirm this. It will give lovers of this inimitable comic draftsman real delight to learn that Williams has joined his talent with Laurence McKinney, who



Gluyas Williams' characteristic illustration of "The Mixed Chorus" from "People of Note," reviewed in this department and reprinted by permission of the publishers, E. P. Dutton and Co., Inc.

has written a collection of humorous verse dealing with the orchestra and the concert. We print a sample of this delightful mirth on this page, which should sell the book to any music lover who appreciates a laugh.

"People of Note"
By: Laurence McKinney
Pages: 63
Price: \$1.00
Publisher: E. P. Dutton & Co., Inc.

MUSICAL CAREERS IN ENGLAND

Books upon the choice of a vocation in almost any field may be found in all book shops. These for the most part indicate what are the possibilities of employment. Many have appeared from time to time in America but as conditions continually change, the approach to employment must also change.

Employment and emolument for employment quite properly depend far more upon individual talent and individual attainment than upon general conditions. Destiny also plays a mysterious part in the working out of conditions. For instance, three years ago there was probably no occupation for which there was so little demand as that of the popular entertainer known as a

ventriloquist. Vaudeville was literally dead and ventriloquists were walking the streets. Then Edgar Bergen turned up with the very amusing patter of his papier-maché genius, Charlie McCarthy, and in a few months he commenced to earn a plutocrat's income.

The writer has witnessed in all countries similar spectacular successes in the field of music. Men and women who one day are literally mendicants, have by their distinctive talents and individualities, risen to positions of prominence and prosperity almost "over night."

With the great body of workers, however, counsel as to the vocational possibilities of the average person in any profession is desirable. Experienced W. R. Anderson has dug long and deep into British conditions and uncovered much information which may prove invaluable to British young men and women about to take up music as a career. While American readers may secure valuable general principles from this book, it is on the whole quite specifically English. He does, however, quote from some American authorities upon special matters.

"Music as a Career"
By: W. R. Anderson
Pages: 272
Price: \$3.00
Publishers: Oxford University Press

"MILLIONS IN IT"

Mark Twain's immortal caricature of the ridiculous promoter, Col. Mulberry Sellers, continually said of each of his enterprises, "There's Millions in it." Now we have a book just off the press, "How to Make a Million Dollars Writing Songs," by Frankie Sabas, who, his publishers maintain, is "an acknowledged expert in this field." If this book could tell any purchaser how to make ten dollars, it would be a good investment at one dollar, but as a matter of fact, no one can tell anyone how to make a certain success with a song. The Lord Almighty settled that before any of us were born. It is all veiled by the mysteries of great talent or genius.

What this book does do, however, is to give the reader many suggestions as well as advice upon what not to do. Perhaps after you have had the necessary training and experience, and after you have lived a great deal, and if you have the God-given gift, the muse may lower her torch and ignite the divine fire which may lead you to write something which several million people may want to buy. Meanwhile, if you are bent upon having a try at a highly speculative game, you will find many practical hints in an interesting and stimulating book.

"How to Make a Million Dollars Writing Songs"
By: Frankie Sabas
Pages: 77
Price: \$1.00
Publisher: Fortuny's Publishers, Inc.

MUSIC FROM ARMENIA

Little is known in America of Armenian Music. The famous tenor of the Metropolitan, Armand Tokatyan, has sung some of the songs of his country in his concerts and we are glad to announce to our readers that these representative Armenian songs from his repertoire have just been published. Many singers will find them very attractive. The new volume gives biographies of Hovhannes Toumanian, Alexander Spendiarioff and Romanos Melikian, whose works are little known to American audiences.

"Gems of Armenian Music"
Pages: 15 (Sheet Music Size)
Price: \$1.00
Publisher: Arlen Music Co.

IN THE BELIEF that the preferences of musically aware motion picture audiences can do much toward raising the level of motion picture music, the editor of *THE ETUDE* is launching a vote contest to determine which films, in the opinion of readers of *THE ETUDE*, shall stand as "the best of the year." Any reader may record his vote. Films are to be judged solely in terms of their musical value. Two classes of pictures will be included: first, musical pictures, in which music is an integral part of plot development; and, second, dramatic pictures with incidental music, in which incidental music occurs.

The contest will extend from April 1st, 1941 to October 31st, 1941, and announcement of the names of the winning films will appear in the December issue. The producing companies of the films which receive the most votes, will be awarded a certificate.

Here is your chance to tell about the motion picture music you want to hear, by expressing your preferences in regard to the music you are hearing. We invite our readers to list their choices and to send them to: Musical Film Award, *THE ETUDE*, 1712 Chestnut Street, Philadelphia, Pennsylvania. A post card will do to record your votes.

Although the weeks between the "big" winter season and the summer holiday period show a



Paulette Goddard, James Stewart and Horace Heidt in a scene from "Pot o' Gold."

slowing-up in the number of star releases, they bring us one musical film of sufficient news interest to make up for the deficiency. The picture is "Pot o' Gold" (Globe Productions, Inc., through United Artists), and it marks the first independent producing venture of James Roosevelt, eldest son of the President of The United States; the screen debut of Horace Heidt and his Musical Knights; the film adaptation of one of the country's most popular radio programs; and the launching of closer Pan-American industrial coöperation.

Mr. Roosevelt had some two years' experience in motion pictures before launching his own productions. He attended Harvard but did not receive his degree. After studying law, he entered the insurance field, founded his own firm, and left it to become first Administrative Assistant and later Secretary to the President of the

United States. He is the second presidential son in American history to hold such a post, his only predecessor being the son of John Adams.

While recuperating from an illness, Mr. Roosevelt went to California and had a look at Hollywood. As the guest of Walter Wanger, he made the acquaintance of Samuel Goldwyn, who immediately offered him the vice presidency of Samuel Goldwyn Productions. During the following year, Mr. Roosevelt served an intensive apprenticeship, acting as liaison officer between studio and sales departments, supervising the presentation and distribution of "Wuthering Heights" in England, and representing Mr. Goldwyn in conferences. In December of 1939, the Goldwyn-Roosevelt contract was cancelled, by mutual agreement, and Roosevelt founded his own producing company.

Although the first production of the new company was scheduled as "The Bat," from the Broadway play by Mary Roberts Rinehart and Avery Hopwood, Mr. Roosevelt felt dubious as to his choice. "The Bat" had been picturized at least twice before; also Mrs. Eleanor Roosevelt advised against it. James respects the judgment of his mother. Accordingly, he heard the Horace Heidt band, at the Ambassador Hotel in Hollywood, with something of an open mind, and concluded that a picture might be built around Heidt and his radio program, "Pot o' Gold," which keeps telephone subscribers from going out on Thursday evenings. He discussed the idea with Heidt, who listened attentively. Kay Kyser, Gene Krupa, Paul Whiteman, and other band leaders had entered motion pictures with marked success, and Heidt was eager for his own chance. The upshot of the talks was that young Roosevelt shelved "The Bat" and announced "Pot

o' Gold" as his debut production—months before he was sure of his story, stars, funds, a studio, or release facilities. All he had was a promising idea and the services of Horace Heidt.

For some twenty months, Heidt had been in the unique position of looking for people to give money to. Since he began his "Pot o' Gold" radio program, in September of 1939, over the networks of The National Broadcasting Company, he has given away nearly \$100,000. Heidt found the clue for his program novelty in the fable about the pot of gold at the rainbow's end. The winner of the weekly gift of \$1000 is selected by means of a giant vertical wheel, which is spun three times

during each broadcast. All the telephone books of the country have been bound together in volumes of five hundred pages each, and the first spin of the wheel selects the volume from which the evening's choice is to be made. The second spin selects the page in that volume, while the third spin indicates the numerical position of the name on the page, counting from the upper left-hand corner. Then, while the Heidt band provides music, the telephone call is put through. If the number chosen answers, its owner receives \$1000. If it does not answer, the owner receives \$100, the other \$900 being held over for the following week's broadcast.

When "Pot o' Gold" finds no one at home for several weeks in succession, the value of the pot rises by \$900 leaps. It happened once that the numbers called failed to answer for four consecutive weeks; the fifth winner, W. B. Conroy, of Jamestown, New York (who was at home!), received \$4,600—the richest single pot to date. Miss Lillian Gantz, of Marietta, Ohio, took her dog for a walk one Thursday, before the "Pot o' Gold" call was put through. When she returned, she switched on her radio just in time to hear Heidt voicing regrets that her number had not answered. Miss Gantz earned fame as the lady who took her dog for a \$900 walk.

The popularity of the "Pot o' Gold" program grows out of the chance of winning plus the charm of Heidt's music, and the new film makes good use of both assets. The plot concerns itself with a music-mad youth who comes upon a band of struggling musicians in the jolly professional boarding house run by Ma McCorkle and her pretty daughter. He throws in his lot with the boys of the band; sides with them when their practicing annoys his wealthy uncle to the point of taking legal action; prevails upon his uncle to put new life into the radio program advertising that magnate's products; works the band into the air show; earns the scorn of the pretty daughter who accuses him of exploiting the band for his own ends; and solves all difficulties by becoming inspired with the "Pot o' Gold" idea which gives away \$1000 of his uncle's money weekly, to the accompaniment of Heidt's band.

The picture stars James Stewart and Paulette Goddard, and features Charles Winninger, Horace Heidt and his Musical Knights. George Marshall is in charge of production. Musical numbers include *Broadway Caballero*, by Henry Russell; *When Johnny Toots His Horn*, by Cy Heath and Fred Rose; *Knife, Fork, and Spoon*, played upon musical glasses; *Pete, the Piper*, by Lou Forbes and Henry Russell; and *Do You Believe in Fairy Tales?* by Vee Lawnhurst and Mack David. Lou Forbes scored the picture, after rendering similar service to "Gone With the Wind," "Rebecca," and "Made for Each Other." It is the first picture in which Mr. Stewart and Miss Goddard have sung or played.

Although the film is typically American in character, it will be used as the high-spot of Mexico's first Motion Picture Festival, to be held in Mexico City from April 12th to April 15th, by proclamation of (Continued on Page 347)

MUSICAL FILMS

Suggestions for the Singer

By Eva Emmett Wycoff

Noted Singer and Teacher

FOREIGNERS, AS A RULE, enunciate much more clearly than Americans. This is particularly true of linguists, who generally speak very clearly and, if well educated, have perfect diction. Americans, however, are often careless in their speech, have little knowledge of the use of the vowels and seldom make an effort to improve. Perhaps this is because they do not know the importance of the vowel, in enunciation.

First of all, there must be a clear understanding that enunciation is a matter of activity of the lips, tongue and teeth conjointly working together. Enunciation is not to be confused with pronunciation which pertains only to the speakers academic knowledge. Enunciation is a problem merely because so few know anything about it. The word comes from two Latin words that mean, "to send out a message," and thus we have come to associate it with clearness and distinctness. To maintain this distinctness, the tongue must not be allowed to wobble about in the mouth cavity, but must be held under control by keeping the tip pressed gently against the lower front teeth. If one will observe how the tongue behaves itself in enunciating the vowels, he will be conscious of the following results:

In forming the vowel *A* (the American vowel not the Italian) the tongue lies flat and wide in the mouth; for *E* there is a slight hump; for *I*, it elongates itself, and a little hollow will form just back of the tip; for *O* and *U* this hollow extends itself from tip to back, with a much deeper hollow for the *U*. To perfect *O* and *U*, always keep in mind that the lips must assume a pouting or relaxed position. The tip of the tongue, meanwhile, must be kept gently pressed against the lower teeth. Learn to sing or speak the vowels with these tongue positions. The use of a hand mirror will help. This practice is beneficial to the singer, reader or lecturer.

The vowels are constantly mispronounced, not only by the individual but too often by congregational and group singers, who evince much ignorance in this matter. Thus one hears *Uppear* for *Appear*, *shEll* for *shAll*, *mUterial*, for *mAterial*, *End* for *And*, *civUl* for *civil*, *evul* for *evil*; to mention only a few of the glaring faults so commonly heard.

All vowels should be built on the *O* position; not on the *E*; a statement that is quite contrary to the general idea, but none the less correct. The trick is to strengthen the lip muscles by keeping somewhat of a pout, thus creating the loose or relaxed lips. This brings the voice forward and prevents lip stiffness. Once this freedom of the lips is understood and rightly practiced, the student has everything within his accomplishment.

Likewise the Consonants

Consonants are another study for serious regard. These are formed by the contact of the tip of the tongue with the teeth and lip to lip. Every consonant contains a vowel sound. Let us spell them out: *be—ce—de—ef—ge—aitsch—ja—ka—*

el—em—en—pe—qu—ar—es—te—ve—uu or double *u—ex—wi—ze*. This spelling of the alphabet often proves an eye opener.

The Italian language is probably the easiest and most perfect to enunciate. The Italians have more or less pouted or loose lips. Their facial muscles are very active, which fact produces a facial ease that reflects in their expression. To obtain this facial ease one must have a perfect coördination of the lungs, vocal cords, tongue and lips.

It would be much easier for the young singer to develop and maintain perfect diction, if the words of his songs were divided phonetically rather than according to the dictionary. For example:

Correct	Better (for good diction)
im-age	i-mage
ev-er	e-ver
mem-o-ry	me-mo-ry
will-eth	wi-lleth
dwell-ing	dwe-lling
real-ly	rea-lly
trav-el-ing	tra-ve-ling
last-ing	las-ting
wait-ing	wai-ting
meet-ing	mee-ting
div-ing	di-ving

The voice for singer or reader must vibrate high and forward. By that we mean, driving the tone to the nostrils and upper lip (not the bridge of the nose.) The more breath force there is, the more resonance will result. If the student will pucker the lips as for the vowel *O* and hum loudly, he will feel very decidedly the resonance back of the nostrils (and again we say nostrils not nose). This is as it should be, but one will notice that much breath is required to produce it. All this prepares the voice or column of air to streak through the lips with sufficient force (breath) back of it to gain the needed resonance on the way. Resonance results from whirling air striking the roof of the mouth (hard palate) and thus gaining facial or cheek resonance. Observe this high cavity in the roof of the mouth with a hand mirror, or thrust the thumb into this space, and you will see that it goes to the first joint. Note that this

cavity must be filled with whirling air to produce results.

In correct healthful breathing, the lungs absorb air as a sponge absorbs water, and they develop down and back. Therefore, as the diaphragm (a muscle) is pushed down by the enlarged lungs, the ribs are pushed sideways (laterally). It is amazing how few people know anything about lung development; yet this process continues throughout a lifetime.

"Correct" breathing is "natural" breathing. How, do we know what is "correct?" Watch a baby, your pet dog or your cat while they are sleeping. You will notice that they "center" their breathing and that the flow is easy and perfectly relaxed. This is "natural" breathing and is what

we know as "diaphragmatic" breathing.

In singing, the lips should be kept in an oval (up and down) position, not spread out toward the cheeks. Thinking *O* while singing any vowel on a low tone—middle *C*, for instance—will help to hold the tone firmly forward.

Now a word to those afflicted with tight throats, a husky voice, or a voice so thin and lacking in power that it is scarcely audible. These faults can be remedied to a great extent with practice on this exercise:

Take the gamut, beginning with middle *C*. Focus on the *C* with a close, round *O* and in ascending the scale broaden gradually to the sound of *Ah* until at the top you have assumed fully the *Ah* position. If the *O* is started firmly, the tone will not slip back into the throat. In ascending the scale be sure to keep the lips on an "up and down oval" position. Through the jaw movement, train the corners of the mouth not to spread into the cheeks.

A voice may be high or low in pitch and range, yet there is but one resonating

cavity: the roof of the mouth. Keep the low tones vibrating high and forward. These tones must not be allowed to stay in the back of the mouth, but must be driven to the teeth and controlled by the lips and the tip of the tongue.

Of course, we should never for a moment overlook the importance of the body position. This does not apply to the singer alone. Every individual should keep the torso well set on his hip bones (pelvic). The (Continued on Page 354)



Miss Helen Traubel, Prima Donna of the Metropolitan Opera Company, whose development has been unusual during the past five years.

VOICE

Why Was Leschetizky Great?

The gist of the methods of the famous Viennese Pedagog who taught more eminent pupils than any other teacher since Liszt.

By Florence Leonard

Miss Leonard has presented, from time to time in THE ETUDE, digests of the methods of the great piano teachers in history. The following gives the high lights in Leschetizky's manner of teaching, although he always denied that he had a method.—

EDITOR'S NOTE

THEODOR LESCHETIZKY, born in Austrian Poland, in 1830, began his study of the piano at the age of five, and made his first public appearance when he was nine years old. His early instruction came from his father, who later took him to Czerny, in Vienna. He made the acquaintance of Filtzsch, a pupil of Chopin and an excellent pianist, at about the same time that he went to Czerny. And at the age of fourteen he was widely known for his playing, both among dilettanti and among the artists who passed through Vienna.

Here he heard for the first time Schulhoff, who was a friend but not a pupil of Chopin. Although Schulhoff's reputation seems to have rested chiefly on the brilliancy of his playing, Leschetizky heard in him something different from the style of most players of the day and some quality aside from mere brilliance. He heard a singing tone which gave to him an entirely new ideal for his own achievements. He believed this quality to be due to more than "the perfect finger" which up to that time he, like most of his contemporaries, had supposed to be the most necessary and desirable element in piano technic. So he withdrew for a period from public playing and set about acquiring a new style for the piano, a style which should express poetry rather than technical virtuosity alone. At the age of fourteen he had already begun to teach, and he continued for many years to hold a growing circle of pupils.

His Career in Russia

In 1852 he went to Russia, to play and to teach, and there he renewed his friendship with Rubinstein whom he had known as a boy in Vienna. In 1862, when Rubinstein opened the Conservatory of Music at St. Petersburg, Leschetizky transferred his class of pupils to that School and remained in Russia until 1878. His home and his class were there, but he played in all the cities of Europe, and his fame continually augmented his classes in Russia. In 1878, however, he decided upon a return to Vienna, and settled there permanently.

The Famous Method

Leschetizky himself was accustomed to say that he had no technical "method." He explained: "There are certain ways of producing certain effects, and I have found those which succeed best; but I have no iron rules. One pupil needs



Photograph by Pauline Kruger Hamilton, Vienna
Theodor Leschetizky with his famous American preparatory teacher (Vorbereiterin) Marguerite Melville Liszniewska.

this, another that; the hand of each differs; the brain of each differs. There can be no rule." And again, "There is but one part of my teaching that may be called a 'method,' if you like; and that is the way in which I teach my pupils to learn a piece of music. This is invariably the same way for all, whether artist or little child."

This way consisted in a thorough analysis and understanding of the musical elements and spirit of the composition. It would be beyond the scope of this article to discuss that "method" or to enlarge upon the force of the personality by means of which Leschetizky impressed upon his students the high ideals of study and of interpretation for which he was so famous.

But the fact remains that there were certain exercises which he considered necessary, in fact indispensable for the development and control of the hand. These exercises were collected by his assistants, who prepared pupils to study with him, and were arranged in logical sequence and published by the pupil-assistants. One by Ma-

thilde Brée has been given Leschetizky's own endorsement; the other, by Fräulein Prentner, had the tacit endorsement of its constant use in preparing the students who worked with her. That the two agree on many important points goes without saying.

A few of Leschetizky's precepts will now be touched upon. They were quite as revolutionary in his day as are those of our modern piano teachers who no longer regard the entire Leschetizky approach as the proper means of winning finger "freedom." The position at the key-

board should be unconstrained, erect, like a good horseman on his horse, yielding to the movements of the arms as far as is necessary, and at a comfortable distance from the keys. The elbows should be "neither too close nor too far away from the body, on a level with the keys or very little higher. Not too high, so that the wrist can be easily bent downward; and not too low for "too low a seat compels greater exertion, especially in forcible chords." The position must look well and not give the effect of a pose.

Special Finger Movements

The hand must be arched, "rounded upward for strength." The knuckles should be held so high that three fingers of the other hand may be inserted between the thumb and the knuckle. The wrist must be kept on a level with the key, that is, on a level with the elbow also. The fingers must be curved so that the tips fall vertically on the keys. The thumb must be bent at the tip, playing with its edge, and must be held away from the hand. The tips of the fingers must form a curve on the keys, one and five on a line, two and four on a line just in front of them, and three being extended furthest in the curve. This position of knuckle, wrist and fingers varies somewhat in certain figures and "touches," as will be observed

later as presented in this discussion.

The principles of the movement of the fingers, for tone production, are developed in a series of exercises. The finger which is to play is placed without sound upon the key, and then the key is depressed. This previous placing of the finger is called "preparing." Therefore the first principle is that of *contact* playing for *legato*; the second is "preparing."

After some preliminary exercises, the student proceeds to the "completed *legato*." This requires the raising of the finger when its movement is completed. That is, "in a *legato* exercise, in slow tempo, all the fingers except the thumb are raised fairly high after the stroke; the thumb remains constantly on or close to its key, for the sake of keeping the hand steady."

So by completed *legato* is understood the pressing down of a key by a finger already placed in contact with it (prepared), without its having been previously raised above the note, soundless repetition of the pressure—in slow *tempo*—and

the raising of the finger only when the next one in order of playing has begun striking in the same manner.

In *non-legato* the tone is not "prepared." Thus, with the hand in the original position, count slowly one and two while the finger rises with the key. But on three and four the finger continues to rise, until it is raised as high as possible above the key. Then the finger drops quickly to the key and strikes, following the stroke with the inaudible silent pressure. The five fingers play in succession, one finger not leaving its key until the next has struck.

When playing either *legato* or *non legato*, the "inactive" fingers are held high and curved, with the exception of the thumb. This is completely contrary to modern piano teaching.

The finger *staccato* is produced by causing the finger to strike a "short, swift blow," after which it "flies back high in rounded form." This stroke is used as an exercise "to promote elasticity."

Exercises introductory to scale-playing develop still further the idea of preparing the tone. The position of the fingers is altered slightly. "The elbow is shifted a little away from the body. The second finger is placed almost in the center of the key, D; the third on E, but closer to the black key; the thumb, which has been 'passed under' onto F without disturbance of the hand position, strikes gently with its extreme point." Thus the second and third fingers are held somewhat slanting to the keys. Otherwise, the position of the hand is not changed; the knuckles remain "high, the fingers well curved, the first and second joints inflexible, the wrist light and the arm in a horizontal position."

The thumb repeats its note, accelerating in each measure, then the third finger plays its repeated notes, then the two fingers play as in a trill while the second remains stationary. An exercise requiring the thumb to strike first C then F, always "preparing" its note, follows, and a wider interval also is struck by the thumb, "which involves greater difficulty in keeping the hand quiet." For the quiet hand is insisted upon; the exercise must be played "without jerking the hand in the slightest." But in the wider intervals the wrist "is now allowed to turn a trifle."

The Scale Figures Prepared

After the drill in the movements of the thumb, the student proceeds to an exercise which applies the idea of "preparing" to the forms of the scale. This includes the passing under of the thumb, the preparing of the new notes and the shifting to the right (for the ascending scale, right hand) of hand and arm, while the hand stays close to the keys. The steps in the evolution of the practice of the descending scale follow a similar order. The hand is made to turn slightly inward (pronation) in the descending scale.

"In scales the arm must not jerk forward when the thumb turns under, but follows the movement horizontally. The wrist is loose but not moving up and down. The fingers are curved even on the black keys."

Each finger must be trained so that the tones will be even, whether in slow or rapid playing. Therefore especial attention must be given to the second and fourth, to strengthen them, and they are directed to play with particular accenting and with special force exerted on the key.

Change of position in the chromatic scale is advised for the fingers, when two white notes occur in succession; the fingers should be more sharply curved, "to keep (Continued on Page 340)

National Music Week dates from 1924 and was due to the organizing initiative of Mr. C. M. Tremaine, who, as Secretary of the movement, still directs its destinies from his office at 45 West Forty-fifth Street in New York City. It was the result of the success of two notable local celebrations, which are said to have taken place in the year after the Great War (1919) in Boise, Idaho, and in Dallas, Texas.

The following year Mr. C. M. Tremaine, who had not heard of the western celebrations, started a campaign in New York City. Working with great persistence, the plan has been extended so that millions of people, young and old, now participate in the event in person or over the air.

Mr. David Sarnoff, President of the Radio Corporation of America, is the present Chairman of the Music Week Committee. The movement has gained the warm support of many distinguished national figures.

The plan for 1941 is very thorough, as is evidenced by the program issued by Dr. George L. Lindsay, the Director of Music Education of the School District of Philadelphia.

Special Emphases for 1941—Unity Through Music

Slogan: Make Good Music Familiar Music

Any of the following may be chosen for the week's activities:

1. Inter-American Music
American Music
Traditional—Indian, Negro, Cowboy, Appalachian Mountain
Composers—MacDowell, Foster, Cadman
Music of the Other Americas
Mexico, Central and South America and Canadian Music
2. Folk Gifts of Other Lands to America
3. Anniversaries of Famous Musicians
Dvorak—1841—100th anniversary of birth
Prokofieff—1891—50th anniversary of birth
Paderewski—50th anniversary of first concert tour in America
4. Musical Hobby Lobby
5. Discussion of better musical radio programs
Presentation with records of a good symphonic program
6. Concerts by special vocal and instrumental groups. Presentation of playlets, operettas, etc.

Extending Music Activities of the School and Community Through:

1. An integrated program in the classroom
Art
English: oral and written
Industrial Arts
Physical and Health Education
Social Studies
 2. Libraries—Display of books on music
 3. Display Boards
 4. Radio—Aid in carrying out the 1941 National Music Week Slogan
"Make Good Music Familiar Music"
 5. Parent-Teacher Associations
 6. School Publications
 7. Festivals
- Source Material
- 1 and 2—Inter-American Music and Folk Gifts of Other Lands
Song series:
Music Hour—Third, Fourth and Fifth Books
Music Highways and Byways
Music of Many Lands and Peoples
World of Music

Foresman

Third, Fourth, and Fifth Books
Folk and Art Songs—Books One and Two
Universal

Rhythm Songs, Introduction to Part Singing, Art Songs and Part Songs

Singing America—Augustus Zanzig
We Sing—Armitage—Dykema-Pitcher
Victor Records:

See following in "Outline of Lessons for Music Appreciation"

Lesson 11—3B Grade
Lessons 2 and 10—4A Grade
Lessons 10, 11, 12—5A Grade
Lesson 10—5B Grade
Lessons 1, 2, 5, 7, 9, 10, 13, 14—6A Grade
Lesson 10—6B Grade

3. Anniversaries of Famous Musicians Song Series: see list above

Victor Records:

Dvorak (20130) Humoresque
(20164)
(24777) Valse Cracieuse
Prokofieff (24775) March-Love of Three Oranges
(Album M 566) Peter and the Wolf
Paderewski (20164) Minuet
(20169)
Any piano compositions played by him

4. Musical Hobby Lobby

A program showing how music in its various phases can be a hobby: Singing, playing an instrument, composing music. It is suggested that the creative side of the program be emphasized and, in order to keep the program on a high plane, careful selection and preparation be made in advance.

Teaching Phase by Phase

By Gladys M. Stein

Unless the piano teacher—especially one who teaches children—has some plan or program to follow, his work is likely to drift along without showing the results which he wants and which the pupils' parents demand.

One fall, the writer decided to devote each month of the season (September to the end of June) to a certain phase of teaching. September was given to eliminating wrong notes from the pupils' playing. Of course, other mistakes were corrected, too, but the main point was playing right notes. During October, the attention was devoted to time, note lengths, and developing an even style of playing. In November, the children studied accents and where these fall in measures of different time signatures. December was given over to pedaling; January to shading and expression, and so on for the remainder of the year.

At the end of June the teacher carefully checked results and, to her great delight, found that the pupils had made better progress during this season than in any of the past. They had been more interested, too, because each phase had lasted only four weeks. This had been long enough to build correct habits of playing, but not long enough for the children to grow tired of the subject.

THE AVERAGE SMALL CHURCH sooner or later finds itself confronted with the problem of installing a new organ. Upon the successful solution of that problem depends most of the organization's future musical welfare, for many years to come. All too often the problem is worked, but the wrong answer secured, and as a result years upon years of bad music are foisted upon a congregation which comes to worship, and remains to writhe at the cacophony.

The picture presented is not overdrawn. The writer, a professional organist, played organs all the way from the Gulf of Mexico to the straits of Juan de Fuca, over a period of thirty-two years. The most magnificent instruments of various builders have been tried out, as well as the most pitiful 3-rank straight unit organs, purchased by worthy and credulous congregations whose members had been tragically deceived. It is in the hope of doing a little toward clarifying the minds of music committees with reference to organs this article is submitted.

The Right Organ Is Found

I recently ran across a small organ which seems to be an ideal installation. It is located in Los Gatos, California. It is designed by J. B. Samson, to whom a halo should be bestowed for his artistic achievement. Small as it is, such compositions as Franck's *Piece Heroique* and any such numbers can be played upon it. The multitudinous transcriptions of piano, orchestral, or string quartet literature sound well, and definitely impressive, on it. We do not claim that it is the equal of larger organs designed with an equal eye to tonal design, but as one eminent authority recently said of it: "It is better than many organs twice its size." The cost of the complete installation, including Chimes given as memorial, was \$4,500.00.

The Matter of Costs

This may appear to be a dogmatic statement, but any church which desires to hear the greatest and most worshipful liturgical music would do better to get along with the old melodeon for a few more seasons, waiting until a truly noble instrument could be had, rather than to secure one which is inadequate. The above cost could be cut down a few hundred dollars by omitting the chimes.

Specifications

Great

Diapason 8'	61 pipes
Melodia 8'	61 pipes
Dulciana 8'	61 pipes
Octave 4'	12 pipes
Great Mixture	122 pipes

Swell

Rohr Flute 8'	73 pipes
Salicional 8'	73 pipes
Mistle 8'	61 pipes
Gemshorn 4'	73 pipes
Trumpet 8'	73 pipes

Pedal

Open Diapason 16'	12 pipes
Bellich 16'	12 pipes
Sub 8'	32 notes

The usual inter- and intramanual couplers, divisions off and on, tremulant on each manual (an tremulant, and very lovely), 7 generals and pistons for each manual and pedals. There are separate swell boxes for each manual, everything being enclosed except the last 12 notes of the pedal open. Chimes are in the swell chamber.

The Small Organ

By

Le Roy V. Brant

The element of space always being an important consideration, exact dimensions of the chambers, are here given. These *do not* include the 12 lower notes of pedal open, nor the chamber for the motor, blower, and generator. Each organ chamber platform is 11'3" by 5'7"; height at rear is 4'11", at front 7'9". Chambers are located on either side of the chancel, the floor of each chamber being 7'4" above the floor of the church.



ROBERT LEECH BEDELL

Official organist of the Brooklyn Museum of Art.
Radio and concert artist.

It will be perceived that no floor space has been lost in this installation. The side walls of the church form the back walls of the organ chambers. The pedal open lower 12 pipes occupy a space around the edge of the entrance to the ambulatory 6' by 2'.

Scales

One might, of course, duplicate these specifications and still have a poor organ. For the benefit of serious minded readers, a description of the

scales and cutting and mouths of the various stops is given.

The Diapasons are on the Schultze order, although a bit milder, 42 scale, 1/4 mouth, cut up a scant 1/8; 15th is scale 46; 12th, scale 48, voiced soft. CCC on pedal open is 9 1/4" x 11" and bearded, on 5" of wind. It will be seen that the only unification is that of the Diapason, which is playable on the pedal at 16' pitch, and on the great at 8' and 4' pitch. Inasmuch as the present trend is toward a full scale octave, this device is passable, although the writer prefers a smaller scale and slightly brighter octave. This would take more room and cost more money! Our personal preference also is that the swell Trumpet might be extended down to 16' and drawn on the pedal only. This treatment, however, would increase the cost and the space requirements.

The Swell Flute is metal, with a chimney, against the clear Wood Flute on the Great. The strings are of medium large scale, with especially large trebles. The Trumpet is small scale, but with true trumpet quality. To the organist who would substitute an Oboe for the Trumpet, I can only say, "Don't!" One of the high points in the ensemble of this instrument is the Trumpet, which adds a brilliance to the full organ which an Oboe could not give. And it is a lovely solo voice, requiring only a bit steadier hand on the wheel than would an oboe. On such a specification it would be well to voice the Gemshorn rather louder than is this one. The inclusion of the Swell Trumpet and the Great Mixture gives this organ its real character, and makes it a work of art rather than a mediocrity.

What Can Be Done?

A lovely combination of accompaniment and solo is the Dulciana 8' and 4' played as a background to the swell Rohr Flute; another, the Salicional against the Melodia; (remember, Two Swell Boxes double the flexibility of the instrument); the Full Swell against the Great Open; and a thousand others. Does the average organist realize the beauty of an Open Diapason as a solo voice? The Diapason Chorus aided by the Trumpet make this specification outstanding, make possible the playing of any great music.

In the playing of Bach the Great Mixture clarifies the whole structure of that manual, while the Swell Trumpet (not an Oboe!) gives the fire so much desired, and so often lacking. The Swell to Swell 4', without Reed, used with box closed, is a marvelously beautiful accompaniment for voice; add the Trumpet, still keeping the box closed, and you have all the fire needed for Elgar's *Land of Hope and Glory*, or what will you. One might go on, without end; these few instances will, however, suffice to suggest what any good organist can work out with a small but rightly designed specification.

What Can We Afford?

No outsider can say what any church can afford to spend for an organ. But this writer is sure he knows what a church cannot afford to spend. No church can afford to spend any amount of money, however small, for an organ that is not properly designed; and no church can afford to spend any amount of money, however small, for an instrument that is inadequate for the playing of good organ music and the satisfactory accompaniment of all music for divine worship. Again the warning is repeated: "It is much better to use the old melodeon until the *real* organ can be afforded."

ORGAN

Conducting

I hear that you advise conducting movements for piano pupils. Will you please explain what you mean by this? Are there any books I can get on the subject?—A. N., Ohio.

All students—old, young, beginners, intermediate and advanced, should become adept in simple, flowing conducting movements to free and coordinate bodies, arms and hands. I have found rhythmic problems in piano playing much easier to solve if they are first simplified by practice away from the instrument.

Dalcroze Eurhythmics and similar courses invaluable to pianists, are often not available; therefore a few minutes should be taken from time to time in piano lessons to develop the bodily coordination indispensable to all players. The best practical help I know on the subject is Effa Ellis Perfield's "Rhythmic Drills", a series of almost two hundred exercises for single and both hands, presenting an astonishing variety of rhythmic patterns. Her "upward wheel" method of conducting gives the perfect feeling for easy, well coordinated pianistic pulse. It nullifies that stiff down beat foisted on us by many teachers of conducting. And, incidentally, is another argument for up touch!

A pianist, with only himself to "conduct", should not employ a sharp accented down pulse, for he is more concerned with the initial upward spring of his measures, and the subsequent rounding out of phrase groups into smooth, curved shapes. Mrs. Perfield's "wheels" are an ideal solution.

In another volume, the "Constructive Music Book", Mrs. Perfield combines these Rhythmic Drills with a series of short pieces to develop "musicianship." For work not only in pianistic conducting, but in rhythmic, chords, form, and so on, I highly recommend the "Constructive Music Book."

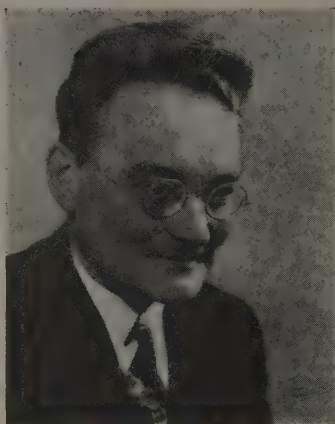
Tapping or clapping should be used sparingly, for they are unmusical and percussive, do not utilize the larger muscles, and emphasize time measurement instead of the rhythmic element.

Confusing Technic

Could you not give a summary of different touches? After reading (name deleted; a famous book on technic) and others, I discovered myself more confused than when I started. Surely there is some way of comparative simplicity by which one can get a clear idea of all these touches and digressions of touch. Often I find a pupil doing something correctly without knowing why and if you explain the physical and mental processes they become tense through sheer trying. However, a teacher should know clearly all about how the wheels go round!—M. B., California.

Yours is a very sensible question; I only wish there were space enough to give you an adequate reply.

It burns me up to hear well known artists state that methods of tone production are not important, dismissing the whole subject with, "The way you play doesn't matter—the only thing that counts is the result." Oh yeah? And when the result is ugly, constricted and painful alike to pianists and auditor, what are you going to do about it? Where place the blame? What, pray, causes bad tone, insecurity, lack of speed and endurance, poor rhythm—but false tone production? Call it quantitative in-



Correspondents with this Department are requested to limit letters to One Hundred and Fifty Words.

stead of qualitative if you like, but don't blame it onto anything but the pianist's approach to his instrument. There are good, sound ways of playing—but also poor, faulty ones. Artists with exceptional ears and pianists blessed with out-of-the-ordinary muscular response often produce excellent results in spite of faulty methods. Is that any reason why harmful methods of tone production should be foisted on the overwhelming majority of students who do not possess either natural facility or outstanding talent and who can learn to play well only if they are taught a logical, thoughtful, well coordinated approach? Indeed, most people do not find piano playing a cinch. Obviously, our Maker did not have piano playing exclusively in mind when he created us. Moreover, most of us have ordinary brains, ears, arms and fingers, and find that the processes of growth and maturity hinder rather than help the development of good piano playing. In other words, we need to be unrelentingly on our guard against excessive muscular contraction, as well as mental inflexibility. Like you, we find that we cannot trust blind (or dumb) instinct in playing or teaching. And, as you put it, we crave to know what makes the wheels go 'round.

Unlike your experience I have yet to find a single student who became tense when clearly shown sound methods of tone production. On the contrary, the results invariably lead to decreased tenseness in playing as well as markedly increased concentration in practice.

Here are a few points to emphasize:

1. No tenseness before tone is made; instant release as soon as tone is heard.

2. Floating elbow; arm poised over piano like a gently moving paint brush.
3. Rotary forearm freedom resulting from this light elbow tip.

4. Contact with key top before making tone; swift, relaxed, lightly "flipping" preparation over each tone cluster to be played.

The "pure" touches are two, up and down. For up touch, hand and elbow are

Conducted Monthly

By
Guy Maier

Noted Pianist
and Music Educator

OUR AIM

An inveterate Round Tabler, Mrs. E. F. of Washington, sends in an appropriate motto for our page:

"To be serious but not solemn;
To be merry and wise."

Orchids to her for these inspiring lines! Even if (as she says) only the first is original (the second is by Shakespeare), she has set a goal which any of us would be proud to reach.

How difficult it is to attain profundity without pomposity, to keep our sense of humor, at the same time summoning up all possible conviction, vitality and authority.

Here's to the light touch in teaching, playing, writing—in fact, in life itself!

held quite low; tone is made by delicate upward and outward push of elbow (not by wrist or finger). Amount of tone, from *pp* to *ff*.

For down touch, hand and elbow are held high (finger tip touching key top always); tone is made by letting whole arm move into the key (wrist does not sink, sag or pull down before, during or after making the tone). Amount of tone for pure down touch, *pp* to *p* only.

Other touches are variations of these—the full arm rebound, full arm dip, forearm rebound, "snapped" finger, quick percussive finger, rotary finger, and so on. Someday I'll take a whole page to try to clarify these for you, but I despair of doing it, for illustration and guidance "in the flesh" are indispensable.

And don't let anyone fool you by saying: "Bosh! What is the use of all that nonsense? The best it does is to make you feel better, but in reality the results are no different. . . ." Whereupon, you, with becoming modesty, will ask, "Oh, please, kind sir? Isn't that enough? If I feel so much better when I play, won't the improvement in my rhythm, phrasing, security, ease, smoothness, endurance, control, in fact, my whole attitude toward the piano, justify taking the pains? And wouldn't all that tend to improve the quality of my tone?"

Yep! You bet it would . . . and then some.

Floating Elbow

I was very much interested in your reply to Miss T. N. J. in THE ETUDE of June 1940 on "Wrist or Elbow." I have been taught wrist movement for octaves and shoulder weight for heavy chords, with no mention made of the elbow, although I have noticed that fatigue or tenseness seemed to be in the elbow. Your idea was new to me as I have not been near any musical centers, or taken a music magazine for some time. Would you mind explaining how this "floating elbow" may be obtained and how can one tell when they have it? Is there any literature I can get on this subject?—Mrs. B. B. H., Colorado.

When you play the piano your body

remains in one spot, doesn't it? Even if the music calls for the extreme outer reaches of the instrument, you cannot move up or down, can you? What then takes the place of the body's movement? The shoulder? The wrist? The upper arm? The lower arm? Yes, all of them; but what is it that slides these to their proper positions? The elbow tip. If this tip is heavy or tight, if it is yanked or pulled, your playing freedom is destroyed. Whether held close to the body or away from it, high or low, the elbow tip must be prepared in a split second to "give in" to the rotative demands of the forearm, to take care of the swift, incredibly sensitive finger aims, to apply a flash here or a longer impulse there. It floats easily along the keyboard, gliding effortlessly up and down or in and out. It acts like one of those marvelous mechanisms which, weighing tons, yet are so delicately poised that they move at the slightest touch.

Teachers and pianists notoriously neglect this all-important factor. Indeed, I have seldom found one who intelligently and systematically tried to develop a "floating elbow." Isn't it about time to start?

All I ask of you is to sit as close to the stage as you can at artist concerts—especially of those pianists who are fine visual as well as aural models. You will come away convinced that the elbow is the prime "mover" in piano playing. But watch out! Some artists are poor visual models; it is better to listen to them with eyes closed. Who are the outstanding "elbowers"? Rachmaninoff, Hofmann, Schnabel—whose elbow tips weave exquisite yet unobtrusive arabesques, giving their phrasing as powerful eye as ear appeal. Hutcheson, Myra Hess, Novaes, Friskin are a few of the other elbowers. Take a good close-up of any of them and you will have one of the most valuable piano lessons of your life. Following their example, you, too, may be able to show your students, and in some cases, perhaps, their parents, how to elbow their way to pianistic success!

THE TITLE OF THIS MONTH'S DISCUSSION is a new and perhaps mystifying word, but in keeping with the modern fashion for coining words to fit specific purposes, we have taken the liberty of indulging in this pastime. But like all good lexicographers, we must define the word for you:

Vibratititis: (In music—the *vibrato* plus *-itis*, a disease) A habit which is acquired through the faulty and excessive use of the vibrato by instrumentalists.

What is the Vibrato?

My activities in adjudicating at music festivals have constantly brought to my attention the fact that while the use of vibrato in instrumental performance is a common thing, little seems to be known about it. Musically speaking, vibrato is a deviation, upward and downward, from the true pitch, occurring at regular intervals. To the ear it presents a series of broad and slow, or narrow and rapid oscillations, with intermediate variations. Naturally, the broad and slow oscillations bring about a greater deviation from pitch than do the narrow and rapid.

Ordinarily the vibrato is thought of in connection with the playing of stringed instruments—at least, the mechanical means of achieving it on the violin, viola, violoncello, or bass are more apparent to the lay observer. But it is widely used both in string and wind instrument performance, and in some ways the astonishing thing is that so little seems to be known about vibrato and that, when it is brought to attention, most of the theories and information about it conflict with one another. Very little material has been written on the subject, but at times theories disagree violently—except for one point which they have in common: that the vibrato is considered an important phase of instrumental performance, and that its application represents one of the most difficult problems of the string or wind instrument players.

Undoubtedly, the use of vibrato in the playing of instruments has some connection with its use by the human voice. Although it can be no more than an imitation of the voice, vibrato does serve as a means of enriching and vitalizing the instrumentalist's tone. The string player "borrowed" the vibrato from the singer, and in turn the artists of the wind instruments borrowed the vibrato from string players, because they realized its possibilities as an aid to the expression of beauty and emotion. In voice, string instrument, or wind instrument, the vibrato as used by an artist has an important place, and has added richly to the sensations of tone.

What Instruments Should Use the Vibrato?

It is necessary for us to discriminate between those instruments which can legitimately and properly make use of the vibrato and those that cannot. To advocate that all wind instruments should use the vibrato would be as erroneous as to state that no wind instrument should employ

Among the instruments of the woodwind family, the tone of all except the B-flat and E-flat soprano clarinets is greatly improved through the correct use of the vibrato. Of the instruments belonging to the brass family, the French horn should not use the vibrato, although there are some excellent hornists who do and fully recommend the vibrato for certain passages and for certain types of compositions. We can conclude, then, that almost all of the wind instruments are eligible for use of the vibrato. Our next problem is to consider the types of vibrato, and how the vibrato is effec-

tively, and at the same time legitimately achieved.

Let us classify the various types of vibrato now being used.

1. Throat vibrato
2. Lip vibrato
3. Chin and jaw vibrato
4. Hand vibrato
5. Stomach vibrato
6. Slide vibrato

Throat Vibrato

I am not using the term vibrato in connection with voice, but with wind instruments. Throat vibrato is the sort usually heard at rehearsals of school bands or orchestras, and except for certain few instruments it should never be used by wind players. There are natural causes for this type of vibrato, for students with an innate feeling for tone beautification resort to the use of throat vibrato as a means to that end. Unfortunately, this attempt is often made and the habit is formed without competent guidance or without complete understanding of the vibrato itself. The throat vibrato, especially in the case of brass instruments, is usually uneven and guttural. The result is one which directly opposes the type of tonal beauty which the player is so anxious to achieve. Many of our young students of brass instruments are afflicted with this poor playing habit, and must be cautioned about it. It often constitutes a menace to proper tone production, and when once acquired it is an extremely difficult habit to correct.

The Lip Vibrato

The lip vibrato is another form that has found its way into the playing habits of our young instrumentalists. Like the throat vibrato it is an incorrect usage, which has been found detrimental to wind instrument performance simply because it necessitates a constant change in lip position. Ordinarily when lip vibrato is used by brass players, tone production suffers, since it tends to encourage a type of tone lacking in solidity and fullness.

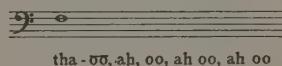
The young performer, who really hopes to achieve beautiful tone, must learn to recognize differences in vibrato methods and have a correct mental conception of the exact differences between good and bad vibrato.

The Chin or Jaw Vibrato

The chin or jaw vibrato is rapidly coming into its rightful place as a correct method of tone beautification for performers on the trombone, euphonium, baritone, and tuba. It is the one logical and effective method of making the vibrato on these instruments. It consists of a regular and even downward and upward move-

ment of the chin and jaw muscles. This motion is at first difficult, and at the earliest stages it should be made very slowly and with definite rhythmical precision. The syllables usually associated with these movements are "tha" for the downward movement and oo for the upward movement of the chin. Although this might seem to be a disturbance of the embouchure, it actually is not, since the lips are moving in perfect coordination with the jaw and chin. We might indicate the use of the above syllables by the following figure:

Ex. 1



The whole note is divided into eighths. Using the syllables indicated, we pronounce *tha* on the first eighth, and *oo* on the second, thus completing the first count. We continue in the same manner until we have played four full counts, while making eight downward and upward movements of the chin. The chin naturally drops on the *tha* and raises on the *oo*. This exercise must begin slowly and remain in perfect rhythmical precision, with a gradual increase in speed as the vibrato is realized. The player must avoid the common fault of hurrying, which will destroy rhythmic continuity and produce a rapid and uneven vibrato.

Another important point in the early stages of teaching the vibrato is that the *extent of rise in pitch must be equal to the extent of fall*. Most beginners and many players fail to bring the tone *above* as well as below the original pitch, with the result that the vibrato is on the *flat* side of the tone. This may be clarified by the figure below. When pronouncing the syllables *tha-oo* the tones should be like this:

Ex. 2



and not like this:

Ex. 3



With patience and careful practice a smooth chin vibrato can be worked out within a few months. Students who are allowed to begin their training with a rapid vibrato eventually find it too narrow and inclined to be rigid and stiff. True vibrato is neither slow nor too fast, but smooth, even, and appropriate for the occasion.

The Hand Vibrato

The hand vibrato is used on cornet and trumpet. Although the player's hand moves, the vibrato is actually the result of moving both lips and mouthpiece. The hand vibrato is much abused, and usually causes a great deal of trouble to teachers and students. The difficulty lies in the fact that brass players often use it to excess, and without finesse. The hand vibrato

must be practiced in much the same manner and spirit as the violinist works to achieve his vibrato.

The student must first practice the hand vibrato slowly, and in definite rhythmic beats, gradually increasing his speed as the hand "gets the touch" and adjusts itself naturally and comfortably to the speed desired. Our young instrumentalists often use a hand movement that is either too fast or too slow and, instead of improving tone quality, causes an unattractive distortion. Good vibrato depends in this case on mastery of hand movement.

The Stomach Vibrato

In spite of the fact that the stomach vibrato has been used by many performers in the past, it is not to be recommended. Due to the extreme difficulty in securing control and evenness, it is no longer being taught by brass instrument instructors. Its gradual elimination indicates that there is a trend toward unification in the teaching of the vibrato.

The Slide Vibrato

As the name indicates, the slide vibrato is used very extensively among trombonists, and in certain ways it is better, and more flexible than a chin or jaw vibrato, and one with which the performer can more easily accomplish a desired speed. Also the problem of proper tuning of the vibrato is simpler, because the slide can be moved to any position at any time, whereas the chin vibrato is a less mechanical means of "humoring" the tone.

There are, on the other hand, some disadvantages in the slide vibrato technic. While it *can* assist intonation, the opposite effect is usually the case with most of our students. In moving the slide backward and forward the student seldom moves it to the *correct spot*, and usually the vibrato is too slow and too wide. Another bad result is irregular, muddled slide technic. Slide vibrato can become a chronic habit, and it is frequently used to excess.

Some of the finest trombonists, especially in the dance music field, use the slide vibrato, and others use the jaw vibrato, and the respective merits of the two methods probably depend upon individual taste. In my own teaching I avoid the slide vibrato because of the inaccurate slide movements which I have described above; moreover, the appearance of a concert band is not helped, nor is the quality of vibrato equal to that of the cornets, trumpets, baritones, and tubas. For the sake of uniformity in ensemble and unity of tone, I have shown preference for using jaw vibrato on all brass instruments except the cornet, which, of course, effectively uses the hand vibrato.

The Vibrato of the Woodwinds

Woodwind vibrato naturally differs from that of the brasses. The woodwind instruments use mainly the lip vibrato. In reality, it is not so much a lip vibrato as it is a combination of lip and throat. On the oboe and bassoon, our finest players in symphony orchestras and bands use the vibrato but sparingly. The flute vibrato is achieved through oscillation of the air stream rather than by any movement of chin or throat, and in method of production is closer to the vibrato of the human voice than is any wind instrument.

Vibrato has been so misused on the saxophone that it has become almost the bane of the instrumental teacher, yet it can be of inestimable value in beautifying (Continued on Page 347)

How to Get Children to Practice

By Stella Whitson-Holmes

There may be many reasons why it is difficult to get any but the most musical children to practice, but there are several helps which the teacher may employ. One of these which comes to mind will arouse a sense of competition among the members of the class itself. This may seem impossible where lessons are private only, but with this procedure the child can be made to realize the presence of other children who may outscore him: ask your sign painter to make a card bearing these words, "THE BEST LESSON WAS PLAYED LAST WEEK BY....." This card is to be tacked to the studio wall within sight of childish eyes.

By keeping careful score of work done, the teacher determines at the end of each week which child (on the whole) played the most perfect lesson. When this has been determined, she prints or types the name of this child on a large piece of paper, then adds it to the blank space on the sign.

It is a great joy to the child, and a matter of just pride to know that his or her name carries this honor all through the week, and he or she

will endeavor to win this honor as often as possible. A special prize should be given the child whose name appears most often for this honor over the period of a year. A prize of a crisp new greenback is an incentive to the child to continue his music study.

Small white stickers can be used to attach the name to the printed card and also enable the teacher to tear off the name each week without greatly damaging the card.

This idea emphasizes the fact that good playing is the actual requirement of the teacher instead of merely the hours practiced. A tabulation of practice hours patently leads the child and even the parent into falsehoods at times, where the reward is worth while. The writer has found instances of cards showing high records in cases where the child badly bungles his lesson.

Even though children enroll at various periods during the year, the idea of a yearly prize can still be used, since each child is a law unto himself and competes only in terms of his own full year of work.

Music to the Front in Canada



Mr. Ray LeRoy Olson and the Nioma Junior Symphony Orchestra

The growth of music in the United States, during the past half century, is one of the marvels of the world; but not so much is heard about its almost equal development among our Canadian neighbors to the north.

Mr. Ray LeRoy Olson, director of the Nioma Junior Symphony Orchestra of Edmonton, Alberta, Canada, sends to THE ETUDE a photograph of his organization as presented in its C. F. R. N. radio broadcast for 1939. The alert intelligence of the young musicians is pleasantly noticeable. Mr. Olson writes in a most optimistic mood, which encourages us to believe that he feels that music and music study in Canada have been making in later years such a vigorous advance as encourages the hope that in no great time these achievements will equal those of their cousins on the south. Canada already has many excellent orchestras, bands, opera companies, solo performers,

and diversified musical organizations.

This picture of Edmonton's only Junior Symphony Orchestra was taken at the main entrance to the Parliament Buildings in Edmonton.

Odd Musical Facts

Paul Revere, he of the famous ride, was a gifted silversmith. He was also a music engraver, his best known book being a collection of the "Best Psalm Tunes."

The first public concert in Boston was given by a peripatetic tobacconist, dancing teacher, engraver, and music teacher. It was a concert of music on Sunday. Instruments. Tickets cost five shillings.

In 1917 the Vatican forbade good Catholics to dance the tango and the *maxixe*.

Problems of the French Horn

A Conference with

Bruno Jaenicke
First French Horn Player
New York Philharmonic-Symphony
Society



BRUNO JAENICKE

"First Horn" of the New York Philharmonic-Symphony Orchestra

Secured Expressly for THE ETUDE
By MYLES FELLOWES

immediate effort to correct it is called a break—recognizable by a scooping, swooping, disagreeable, unsettled pitch. The horn is capable of more breaks than any other instrument, and the constant task of the player is to avoid them. It is impossible to prescribe any single system for avoiding breaks; partly because the instrument

has no fixed points of tonal attack, and partly because individual lip structure makes each player's attack a special matter. Intelligent practice is the only solution, which brings up the question of what intelligent practice should be.

Since the human lips are not naturally adapted to tone production, they tire more readily than do fingers, which perform one of their real functions when they strike or press. Tired lips produce a "sick" tone, apart from any act of will on the player's part. Thus, the first thing for the horn player to decide is the exact length of time he can play without fatigue. With practice, this length of time becomes greater, but even the most experienced player reaches a point when his lips grow tired. And there he must stop. This causes a vexing problem for professionals. The lips must be "warmed up" before every performance—yesterday's practice is of no avail in getting ready for to-day's concert—yet the time for warming up must be calculated in relation to the time one plays at the performance. If one warms up too much, fatigue sets in at the most important moment of the concert, and such pieces as the *Overture to "Oberon"* require fine lips at the very start. Some horn players arrive at the hall some two hours before concert time, putting in an alternate routine of warming up and resting, so that the lips are prepared without being too near fatigue.

The Lips as Vocal Cords

During the daily practice hour, the player should give first heed to tonality and attack. The initial attack, of any passage, is the most difficult. Keenness of ear and previous experience are helpful in mastering it, but each "first note" is always a problem in itself. Next must come exercises in intervals, in *staccato*, *legato*, *cantilene*. Each separate technic must be practiced every day, and all must be fitted into the flexible period before the lips become tired. After thirty-odd years of experience, I still practice the same exercises I used when beginning the horn. Naturally, I execute them with greater speed and surety to-day, but the same fundamental points must be practiced, every day, with unremitting care. Thus, the intelligent practice needed for good horn playing involves the utmost concentration plus a carefully planned economy of time.

Surety of lip is responsible for everything that makes good horn playing. Pitch, accuracy, quality, all are regulated by the lips, whose action may be compared to that of the vocal cords. The loosening of the lip-muscles, produces a lower tone; the tightening of these muscles, with a straightening of the lips, makes for higher pitch. The lips of the horn player must be trained to achieve the quickest, most flexible responses. All tones must be struck squarely in the center. The least angle off the "bull's eye" means a break.

Tonal quality is (Continued on Page 346)

Bruno Jaenicke began his career as violinist, turning later to the horn. He also studied piano, theory, and singing. As a boy, he sang in a church choir, and heard excellent performances of opera at the Court Theater of Dessau. Richard Wagner said that, next to Bayreuth, the best performances of his works were given in Dessau, which city traces its musical traditions back two centuries, and possesses the most modern opera house in the world. Growing up in such surroundings, Jaenicke early determined to become a musician. He has occupied the first chair in the French horn section of the New York Philharmonic-Symphony Orchestra for twenty years.—EDITOR'S NOTE.

THE FRENCH HORN remains one of the lesser known members of the instrument family because of its inherent difficulties. All horn tone (as regards both pitch and quality) is produced by the lips, which act as the larynx does in singing—with one important difference. The natural function of the larynx is to produce tone; the function of the lips is not. Thus, the horn player must early accustom himself to an entirely new sense of labial tone production. He develops it by trial and error methods, quite as a child learns to know the shape and nature of objects by the experience of its sense of touch. The pianist, or violinist, knows that, to sound an A, he simply puts his finger down on a given point of his instrument. The horn player knows there is no given point for him to approach. He must hear A in his head, must determine its production with his mind, must shape it with his lips—the individual structure of which makes his shaping different from another's—and he must keep his senses alert for the general feeling of the four-hundred and forty vibrations per second which result in the sound of A.

Although the French horn is made of brass, it is unlike other brasses, both in its manipulation and its use. In many orchestras, the horns sit apart from the brasses, and are counted a separate group. The horn reaches an octave more than the trumpet. Further, the trumpet has seven overtones (or open tones) in two octaves, while the horn has fourteen. If you are fond of target shooting, you know that the more rings a target has, the harder it is to strike any one of them squarely. Target shooting, incidentally, is an ideal pastime for horn players! Horn tone is produced entirely with the lips; yet, in playing three octaves, the lips stretch a distance no greater than one-sixteenth of an inch. Thus, the delicate adjustment of the stretch of the lips to any tone within the three octaves is the fundamental problem of horn playing; and it is this difficulty which offers the greatest obstacle to the student of this instrument. The failure to produce a given note and the

Questions and Answers

A Music Information Service

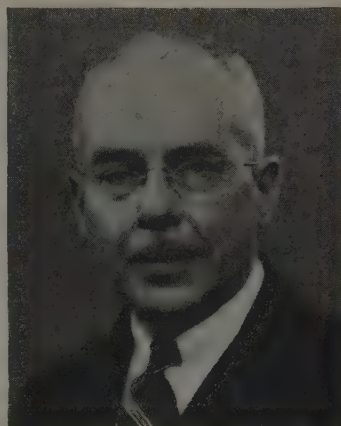
Conducted By

Karl W. Gehrken

Professor of School Music,
Oberlin College

Musical Editor, Webster's New
International Dictionary

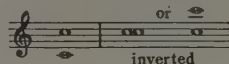
No question will be answered in *THE ETUDE* unless accompanied by the full name and address of the inquirer. Only initials, or pseudonym given, will be published.



Adagio, so that when each tone is caught by the pedal the melody note will stand out clearly against the trilling.

Meaning of Perfect Fourths and Fifths

Q. 1. In my harmony book, it states that fourths and fifths are called perfect because these intervals are practically in tune with the natural fourth and fifth, which cannot be said of the imperfect consonants. What does this mean?
2. When the interval of a perfect octave is inverted, does it become a perfect unison or a perfect octave, as:



3. What is meant when a passage of music is said to be reduced to its simplest syllogistic form?
4. What books would you recommend to follow these:
a) "A Treatise on Harmony", Books 1, 2, and 3, by Anger
b) "Students' Counterpoint" by Pearce
c) "Outlines of Musical Form", by Albert Harn

—L. M.

A. 1. In the scale we use to-day (known as the "tempered" scale), all half-steps are of equal size, whereas in the natural scale they vary in size. In order to make all half-steps equidistant, it has been necessary to make some smaller and some larger than the true intervals as given by the natural laws of proportion. The perfect fifth as we know it to-day is only one-fiftieth of a semitone flat, and the perfect fourth only one-fiftieth of a semitone sharp. These are so near to the true

pitch that it would require the keenest musical ear to perceive any difference at all. Other intervals have been altered perceptibly; the major third, for instance, is one-seventh of a semitone sharp, and the minor third one-sixth of a semitone flat. If you desire more information on equal temperament, consult "Sound and its Relation to Music" by C. G. Hamilton, "Sensations of Tone" by Helmholtz, or the articles "Intervals", "Just Intonation", and "Temperament" in "Grove's Dictionary of Music and Musicians."

2. A perfect octave inverted becomes a perfect unison.

3. Reducing a passage of music to its simplest syllogistic form means merely reducing it to its simplest harmonic, melodic, and rhythmic elements. If you will read carefully the Introduction to Pearce's "Students Counterpoint" (particularly pp. V-X) you will find this explained fully.

4. I believe you will find any of these to be satisfactory:

a) "The Material used in Musical Composition" by Goetschius; "The Evolution of Harmony" by Kitson; or "Applied Harmony," Book II, by Wedge.

b) "Composers Counterpoint" by Pearce; "Modern Academic Counterpoint" by Pearce; or "Double Counterpoint and Canon" by Prout.

c) "Theory and Practice of Musical Form" by Cornell; "The Larger Forms of Musical Compositions" by Goetschius; or "Applied Forms" by Prout.

All of these books may be obtained through the publishers of *THE ETUDE*.

How Long Is a Motive?

Q. 1. In analyzing compositions, I have difficulty in determining the length of the motive of a period, and therefore cannot determine the length of the sections and phrases. How may I make sure just how long a motive is?

2. Do phrases always end in a cadence?
3. Do cadences occur anywhere else in a period?

4. Please give the approximate metronome settings for the most commonly used tempo terms.

5. Does the time signature affect the tempo of a piece?

—V. P.

A. 1. A motive is always short, although its length may vary from two notes to two measures, seldom more. There is no definite means by which you can always determine the length of a motive. For a comprehensive discussion of this problem, consult "Grove's Dictionary of Music and Musicians", article, *Figure*. I believe you will find your analysis easier if you will first determine phrases and periods, and then attempt to find shorter sections and motives.

2. Yes.

3. No. The term "cadence" is sometimes used to describe certain kinds of progressions within phrases; but this application of the term is arbitrary and not altogether correct, since the real essence of a cadence is the expression of some form of finality.

4. The interpretation of tempo terms is so elastic that it is impossible to answer this question. On the Maëzler metronome the following markings are given, though these are merely suggestive rather than definitive, and are really far from accurate: *Largo* 40-69, *Larghetto* 72-96, *Adagio* 100-120, *Andante* 126-152, *Allegro* 160-184, *Presto* 192-208. For a more detailed discussion of this topic, see the Question and Answer Department of *The Etude* for February.

5. No.

Tempo of Valse Brillante

Q. At the head of the piece, *Valse Brillante*, is M.M. *Lento* $\text{♩} = 50$. What is the time of this and just what does this mean? On my metronome *Lento* is played at $\text{♩} = 52-60$; and this piece has a half note with a dot—which is the time of the whole measure. Will you please explain this? Do you have a lesson on this piece?—Mrs. W. G. W.

A. The mark $\text{♩} = 50$ means that you are to set your metronome at 50 and then play a full measure to each click. Waltz time is really a kind of sextuple measure, and if you will group your measures in pairs counting *one* to the first measure of each pair and *two* to the second measure you will find that it has a certain swing that does not come when you count *one-two-three* for each measure. This is the reason for the mark M.M. $\text{♩} = 50$.

The fact that your metronome has *lento* from 52-60 need not trouble you. These tempo terms (like *lento*, *allegro*, *grave*, and so on) are all relative in meaning, and in interpreting them you will have to use your musical feeling as a guide. If you do not trust your own feeling, then the only thing to do is to ask someone with more musical experience to help you.

About Double-Flats and Accents

1. In Measure 23 of Dvořák's *Humoresque*, are both high B's double-flatted, or is the second one B-natural?

2. (a) In Chopin's *Etude*, Op. 10, No. 2, Measure 4, is the third B in the left hand played again or is it tied? (b) Also in the Brahms *Intermezzo*, Op. 119, No. 3, Measures 7, 9 and 10, are the curved lines in the right hand, slurs or ties? Can you elucidate this matter of ties and slurs?

3. (a) How can one tell whether sextuplets (groups of six notes) are felt in triplets or in two's? Is there a general rule to follow? (b) In Grieg's "Concerto in A Minor", the passage following the first two measures of double thirds, is the accompaniment in two's or three's? (c) How are the groups accented in the passage marked *Molto tranquillo*?

4. In Chopin's *Etude* Op. 25, No. 2, should the right hand sound like triplets? Does not Christiani in "Principles of Expression" (p. 87) state the matter differently? Do you agree with him?

5. In Measures 32 and 36 and also the *con bravura* section of Chopin's *Etude* Op. 10, No. 3, shall I accent according to the first note of the measure, or put the accent on the first note of the short phrases? —T. P.

A. I have asked my friend Professor Lindquist to answer your questions, and he has given me the following information:

1. They are both double-flatted.

2. (a) It is impossible sometimes, as in this case, to tell whether a slur or tie is meant. I would say this is a tie, since there is a slur line marked below. (b) In my teaching of this piece I have never considered these notes as ties, but, frankly, I think that Brahms probably meant them as such. In writing manuscript, tie lines are supposed to be tied, so to speak, to each of the note heads; slurs are placed above or below; however, composers do not pay much attention to this rule, so it is sometimes impossible to tell whether a slur or a tie is meant. In such a case one must judge for himself.

3. (a) This is usually governed by the melody in the other hand. Often a sextuplet has just a single accent on the first note, but if the melody accompanying the sextuplet demands a division into groups of two or three, you must divide

the sextuplet accordingly. Let your ear be your guide. (b) This accompaniment is in triplets. (c) Also triplets.

4. Both the right and left hands play triplets in this etude; however, this is difficult; and if the accompaniment is played too loudly, the right hand is sure to sound as if played in two's. I am afraid that if Mr. Christiani were alive to-day, he would want to change many things in his splendid book.

5. In Measures 32 and 36, accent the regular beats. Beginning at the section marked *con bravura*, accent the first note of the short phrases; usually these sixths are played in this rhythm:



A Trill in a Beethoven Rondo

1. Could you please tell me how to play the seven notes against eight in the tenth measure of Sinding's *Rustic of Spring*?

2. How is the trill played in measures 62 and 63 in Beethoven's *Rondo in G* published in *The Etude* for November 1937?—Miss K. M.

A. 1. You will find this very satisfactory:



2. If you will notice, Mr. Gabrilowitsch has carefully marked out the trills throughout this composition, but has neglected to mark them in these two measures. There is a reason, namely, that the retard and holds make it almost impossible to write out the trill so that it will be clear. Practice without the trills at first until you feel the proper retard; then trill as rapidly as your trill technique will allow, either in triplets or fours. Mark well each of the three notes in the

That Troublesome Staccato Bowing

By Leo Cullen Bryant

WHAT STUDENT OF THE VIOLIN has not longed and endeavored to master the intricacies of slurred *staccato* bowing? And what other type of bowing is comparable for such disheartening and unsatisfactory results?

The chief difficulty encountered is that of developing the proper speed. Mastery of the basic stroke, the *martelé*, and application of it to a series of tones in one bow, are not particularly difficult; but rapidity of movement, as demonstrated by great virtuosos, remains baffling even after assiduous practice. Since speed can be developed, it becomes evident that those who have mastered it must utilize some principle of which others are unaware.

Many of the greatest violinists never had a highly developed *staccato*, while those who did have it utilized different methods. In commenting on these differences, the late Leopold Auer expressed his opinion that the method used by Wieniawski, who produced his brilliant *staccato* by stiffening the muscles of the bow arm, was an excellent procedure, and the one he himself used for that purpose. It solved a difficult problem.

Anyone experimenting with this rigid arm method is likely to find that about all he gains is a sore arm, not because the principle in itself is wrong, but from the lack of something else without which the door to success cannot be opened. Just what the missing link is and how it is utilized we shall seek to explain, with the hope that it will bring success to all those who are struggling along in the dark with a mediocre *staccato*.

The basis of the slurred *staccato* is the *martelé* stroke, which is produced by the wrist; or, more strictly speaking, by an up and down movement of the hand from the wrist; and a series of these *martelé* strokes in one bow becomes what is called slurred *staccato*, usually termed simply *staccato*. It is possible to gain a certain degree of speed with this wrist stroke, but a rapid and brilliant *staccato* is best produced in the manner advocated by Professor Auer. It is necessary, however, to explain the changes that occur after the muscles are tensed, or unless these alterations are understood and applied, the possibility of complete success is

remote, no matter how much effort is spent.

After having studied the problem from every angle and still being unable to solve the riddle, we turned to one of the greatest living violinists who is especially proficient in *staccato* bowing. Hearing this artist play a crisp *staccato* passage, at almost unbelievable speed, is indeed a revelation.

We determined to study his movements by close observation and endeavor to wrest the secret from him in that way.

Unless we had observed keenly, we might have overlooked certain apparent idiosyncrasies and failed to note that during his up bow *staccato* he varied his bow from the usual parallel-to-the-bridge position to one that was definitely oblique; and that he removed his fourth finger from the stick. Then, in the down bow *staccato*, the oblique position, less pronounced, was reversed and all fingers except the first were removed from the stick, leaving control entirely to the thumb and first finger.

Having observed these digressions from accepted standards, the question arose: is this some peculiar individual trait, or

do these things have any bearing on the thing itself? We could not believe that any great artist would carelessly bow in an unorthodox manner. There must have been a reason, and the only way to find out was by personal experimentation.

After making such an experiment, we were happy to find that the secret was revealed and all former stumbling blocks gave way, allowing at once the desired tonal effect, speed and, best of all, *ease of execution*. To assure ourselves that the principles were really practical, we explained them to others who were amazed to find that the speed and clarity of their *staccato* was almost immediately increased one hundred fold.

In analyzing the factors involved, we find that during the up bow *staccato* the hand is drawn backward as the muscles of the upper arm are tensed, and this forces the bow to contact the string obliquely. This not only produces a crisp, clean-cut effect, but also allows increase of speed

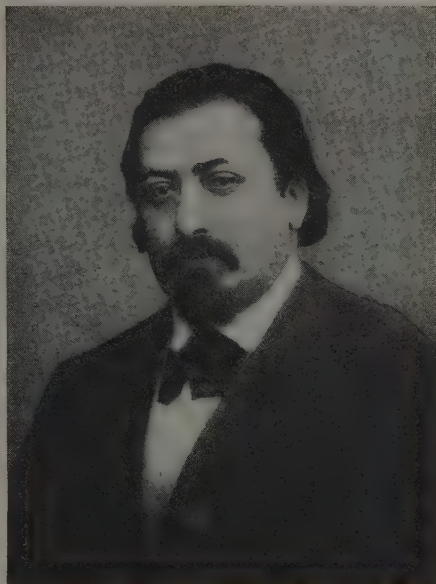
without appreciable extra effort. (We refer to the upper half of the bow only). In addition to this, the removal of the fourth finger leaves the third finger as the control of balance which is most desirable when the muscular tension alters the primary up and down movement of the hand to an almost invisible rotation of the rigid wrist and forearm.

In the down bow *staccato*, the oblique position of the bow is reversed, but in a lesser degree, and the removal of all fingers except the first eliminates those obstacles to speed. (Again we refer to the upper half of the bow only).

Where a full bow is used, contact of the fourth finger becomes valuable during the up bow, from the middle to the nut; and contact of at least three fingers, from the nut to the middle, during the down bow, gives better control.

An important point to observe is that, while the arm muscles are tensed, the grip on the bow itself must remain free enough to facilitate the rapidity of movements made. The finer the quality of the bow itself, the easier the *staccato* becomes, but it is possible with almost any bow in the way just outlined.

Whether or not the great artist, who unconsciously gave us the clew, utilizes these principles intentionally or unintentionally, the fact remains that he does demonstrate—outwardly, at least—his most marvelous *staccato* in the manner we have described. And since it works for us successfully, even though our bow and violin are neither a Tourte nor a Stradivari, we feel a deep and lasting gratitude to this virtuoso who opened up the way to a satisfactory solution of "that troublesome *staccato* bowing."



Henri Wieniawski, whose brilliant concert pieces contain many sparkling *staccato* passages.

The Lord's Fiddle

By Ruth Westman

"THERE'S ALWAYS a rakish, scampish twist about a fiddle's looks that seems to say the Wicked One had a hand in making o'en . . ." A canny observation on the part of the tranter in "Under the Greenwood Tree"—one with which I had always heartily agreed until, in a fairly ancient attic in town, I chanced upon the disintegrating remains of a Lord's Fiddle. Battered and cracked, without finger board, bridge, sound post and D string peg, this naive relic of a by-gone century is about as innocent of allure as *Tug-boat Annie*—if one may be permitted to speak of a bull fiddle as of the feminine persuasion.

Investigation of the church records of the town discloses that "the first musical instrument used here in public worship was a bass viol, which was introduced in 1795 and which continued to be used until within the memory of many here to-day." (Massachusetts, 1898) Further research on the subject reveals that instruments of this type (mistakenly called bass viols, for they were violoncellos) were the cause of such violent controversy among ministers, deacons and the more sanctimonious church members of our great grandfathers' day that many stayed away from divine service in open rebellion. A venerable deacon of Roxbury not only left the church at the first note of the hated viol, but also gave vent to his feelings by setting up a frightful caterwauling outside. At the First Baptist Church at Providence, a pious sister, incensed at the twanging of the strings, flounced out (Continued on Page 344)

VIOLIN

Edited by Robert Braine



The Casino at Viña del Mar

AS EVERYONE REMEMBERS from geography lessons, Chile is the country which occupies a long thin strip of territory extending from the tropics to the far South, on the Pacific coast of South America. This peculiarity is of great advantage: it affords every variety of soil and climate, and in this respect Chile compares with the United States and its diversified aspects from the Gulf of Mexico to the Canadian border. Northern Chile is tropical. Southern Chile is as frigid as Manitoba.

Valparaiso, the seaport, and Santiago, the capital, are located in the central zone, the heart of Chile, where the valleys are fertile and intensely cultivated. Great farms and vineyards cover the country, and in this section is found the best of Chilean atmosphere; the scenery is magnificent and rich in color.

From Lima, it takes nearly a week to reach Valparaiso by boat; this is due to the almost daily calls at small ports. The airplane covers the same distance in one and a half days, but this is of no avail to one traveling with baggage and a small library of orchestral materials.

I left Lima six days before the earthquake, one of the worst in the city's history. The day before sailing, as I was having breakfast in my room

at the Bolivar, I felt that something unusual was happening. A gust of wind came up, accompanied by muffled and rumbling sounds; the sun became overcast; then suddenly I had a feeling of unsteadiness, as of the floor "making circles" under my feet. It lasted but a few seconds, then everything returned to normality. Nevertheless, it was a prelude, a curtain raiser for the disaster which spread so much desolation over the peaceful life of the beautiful city.

Like Peru, California, and all lands located along the great spinal column of the Americas, Chile knows the periodic calls of the active forces from within; most of them are mild, however, and hardly noticeable except for a vague sensation of rocking and a discreet tinkling of knickknacks on the mantelpiece, if it happens during the night.

Santiago de Chile has undergone notable transformations during the last two decades. Many skyscrapers have surged up, built of steel and concrete and absolutely seismic proof. The civic center, with its tall office buildings surrounding the *Palacio de la Moneda* (seat of the government and residence of the president), reminds one strongly of similar areas in the larger cities of the United States. At least a dozen theaters and moving picture houses have opened their doors. Several of these are excellently fitted for musical manifestations; when granting the loan necessary for their construction, the artistically inclined directors of the Bank of Chile inserted a clause stipulating that the concessionaires

should make the halls available for concerts, at least once a week.

The *Teatro Central*, erected on plans by M. Gustave Lyon, is a replica of the *Salle Pleyel* in

Musical Romance in Chile

TRAVELOGUE NO. 2

By Maurice Dumesnil

French Concert Pianist and Conductor



One of the Beaches at Viña del Mar

Paris, on a smaller scale, with a seating capacity of fifteen hundred. The Cervantes is an exquisite and aristocratic little hall; its five hundred comfortable "*fauteuils*" are all on one slightly inclined floor. The platform is wood-paneled and the acoustics excellent. It lends itself admirably to recitals and lectures.

Of course the Municipal Theater remains the city's first Coliseum, and is often referred to as such. The interior is done in red and gold, in authentic Italo-French traditional style, and it can accommodate two thousand listeners, equipped as it is with orchestra seats, various tiers of boxes, upper galleries and the "paradise." The Municipal boasts of a glorious past, having once been host to the world's greatest opera stars. Its platform is very large and suitable for any kind of spectacle or pageant; and a new scenic equipment, imported recently from Germany at a high cost, makes it the equal of the most famous opera houses of Europe or America.

The Municipal Orchestra is formed of eighty well trained professionals, all excellent readers, and the well disciplined chorus numbers fifty. Both cooperated efficiently in an impressive rendition of Evangeline Lehman's legend, "Thérèse de Lisieux," which met (Continued on Page 355)



Maurice Dumesnil, honorary citizen of Santiago de Chile, appears as soloist with The Municipal Orchestra directed by Maestro Carlos Melo Cruz.

CLASSIC AND CONTEMPORARY SELECTIONS

HORNPPIPE from "WATER MUSIC"

George Frederick Handel had "played hookey" in England so long from the court of his German elector that he got into the bad graces of his master. When Handel found that the same elector was to become George I, King of England, the story runs that he busied himself at once with a suite known as "Water Music," to be played on a barge during a royal progress down the river Thames. This is said to have restored him to royal favor. This piece makes a wonderful picture of the regal pretensions of the time. It must be played, however, with spirit, giving special attention to the staccato notes, which are like trumpet calls. Grade 5.

GEORGE FREDERICK HANDEL
Arr. by William M. Felton

Pompously M.M. $\text{♩} = 108$

The musical score is written for piano and consists of 16 measures. The key signature is one sharp (F#), and the time signature is 3/2. The tempo is marked 'Pompously M.M. $\text{♩} = 108$ '. The score includes various dynamics: *f* (forte), *mp* (mezzo-piano), *mf* (mezzo-forte), and *ff* (fortissimo). The piece is characterized by staccato notes, particularly in the right hand, which are marked with '>' symbols. The score includes numerous fingerings and slurs. The final measure is marked *ff poco allarg.* (fortissimo, a little ad libitum).

LULLABY

Millions have been fascinated by Brahms' entrancing *Lullaby*, originally written as a song in E flat. Louis Victor Saar, who was a Brahms pupil for one year, has made an inimitable piano arrangement that is simple in its execution. The main objective is to bring out the melody without making it obtrusive. Grade 5

JOHANNES BRAHMS, Op. 49, No. 4
Transcribed by Louis Victor Saar

Andantino e suave M. M. ♩ = 72

The musical score is presented in five systems, each with a piano (piano) staff and a vocal (cant.) staff. The key signature is E-flat major (three flats) and the time signature is 3/4. The tempo is marked 'Andantino e suave' with a metronome marking of 72 beats per minute. The score includes various musical notations such as dynamics (mp, p, p dolce, più p, dim.), articulation (f, cant.), and performance instructions (rit., a tempo). Fingerings and pedaling are indicated throughout. The piece concludes with a final cadence.

Handwritten musical score for piano, featuring multiple systems of staves with treble and bass clefs. The score includes various musical notations such as notes, rests, and dynamic markings.

Key markings and instructions visible include:

- ff con calore* (fortissimo with heat)
- mp dolce* (mezzo-piano dolce)
- rit.* (ritardando)
- allarg.* (allargando)
- al fine* (ad libitum to the end)
- a tempo* (at the original tempo)
- pp* (pianissimo)
- dim.* (diminuendo)

The score is marked with numerous asterisks (*) and the word "Ped." (Pedal) indicating specific performance techniques. The notation includes complex fingerings and articulation marks.

MAY, LOVELY MAY!

The merry month of May, with its profusion of blossoms and feathered songsters, is completely captured in this fresh and sparkling sketch from nature.

Grade 5.

ROBERT SCHUMANN, Op. 68, No. 13

Not fast M.M. ♩=60

PEACH BLOSSOM TIME

Grade 3.

Moderately fast M.M. ♩=133

ELIZABETH L. HOPSON

mf
cresc.
dim.
Fine
slightly slower
mf
well sustained
mf
f
f
D.C.

PRELUDE

This piece was published in 1611, in *Parthenia*, "the first musicke that ever was printed for the Virginnalls." Grade 3½.

WILLIAM BYRD
(1538-1623)

Moderato risoluto M.M. ♩ = 104

f
rit.

ETUDE IN C-SHARP MINOR

Franciszek Zachara is a highly gifted Polish-American composer who for years has been at the head of the piano department of the Brenau Conservatory in Georgia. He has a rare melodic gift and his style and workmanship make his compositions permanent additions to the piano repertory.

Grade 6.

Allegretto M.M. $\text{♩} = 96$

FRANCISZEK ZACHARA, Op. 29, No.

The musical score is written for piano and consists of six systems of two staves each (treble and bass clef). The key signature is C-sharp minor (three sharps: F#, C#, G#) and the time signature is 2/4. The tempo is marked 'Allegretto' with a metronome marking of quarter note = 96. The score includes various musical notations such as slurs, ties, and fingerings (e.g., 1, 2, 3, 4, 5, 6, 7, 8). Dynamics include *p* (piano), *pp* (pianissimo), and *ppp* (pianississimo). There are also accents and a repeat sign with first and second endings. The piece concludes with a final cadence marked *ppp*.

COTTON PICKERS

This unusual little composition might as well be called "Fun for the Fingers!" Tricky at first, it "trickles" out of the hand when mastered and is a nice little surprise for a recital. Grade 3½.

In a care-free manner, not too fast M.M. ♩ = 132

EVERETT STEVENS

mp (l.h. over) mf rit. f a tempo

mp mf rit. f a tempo f

p mp

mp mf rit. f a tempo

mp mf rit. f a tempo

WHITE LILACS

A valse movement, more in the French, rather than the Viennese style. It should not be played like a dance but more like an idyll, in poetic manner.

Grade 3½

Tempo rubato M.M. ♩ = 120-132

JOHN BERGEN SKILLMAN

mp con sentimento

a tempo

poco rit. *mp*

mf

poco rit. *Fine*

Piu mosso *mf*

a tempo *mf*

rit. *D.C.*

VOCAL AND INSTRUMENTAL COMPOSITIONS

THE WATCHER
SONG FOR MOTHER'S DAY

EDWARD SHIPPEN BARNES

Margaret Widdemer*

Andante *mp*

She al-ways leaned to watch for us, Anx-ious if we were late, In win-ter, by the

win-dow, In sum-mer, by the gate. And though we mocked her ten-der-ly, Who had such fool-ish care, The

long way home would seem more safe Be-cause she wait-ed there. Her thoughts were all so full of us She

nev-er could for-get, And so I think that where she is She must be watch-ing yet,— Wait-ing till we come home to her,

Anx-ious if we are late,— Watch-ing from Heav-en's win-dow, Lean-ing from Heav-en's gate.—

dim. *pp* *rit.*

dim. *pp* *rit.*

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William Collins

HOW SLEEP THE BRAVE

H. ALEXANDER MATTHEWS

Slow and sustained

p

How sleep the brave, who sink to rest By all their

coun-try's wish-es blest! By all their coun-try's wish-es blest! When

Spring, with dew-y fin-gers cold, Re- turns to deck their hal- low'd

mould, She there shall dress a sweet-er sod Than Fan- cy's feet have ev- er

p

trod, Than Fan - cy's feet have ev - - er trod. By

fair - y hands their knell is rung, their knell is rung, By forms un-seen their dirge is sung, their

dirge is sung; There Hon - or comes, a pil - grim gray, To bless the turf that

wraps their clay, And Free-dom shall a - while re - pair To dwell, a weep - ing her-mit, there,

To dwell, a weep-ing her-mit, there!

p *mf* *cresc.* *f* *slentando* *con espress.* *rit.* *pp*

The musical score is written for voice and piano. It consists of several systems of staves. The vocal line is in treble clef, and the piano accompaniment is in bass clef. The key signature has one flat (B-flat). The tempo and dynamics are indicated by various markings: *p* (piano), *mf* (mezzo-forte), *f* (forte), *cresc.* (crescendo), *slentando* (ritardando), *con espress.* (con espressione), and *rit.* (ritardando). The lyrics are written below the vocal line. The score includes various musical notations such as notes, rests, accidentals, and articulation marks.

Grade 4.

JOY OF SPRING

FOR TWO PIANOS

CLARENCE KOHLMAN

PIANO I

Tempo di Valse M.M. $\text{♩} = 168$

The musical score is written for two pianos, Piano I and Piano II, in 3/4 time. The key signature has one sharp (F#), indicating D major or B minor. The tempo is marked 'Tempo di Valse' with a metronome marking of 168 beats per minute. The score is divided into two systems, each containing two staves (treble and bass clef) for each piano. The music features a variety of musical elements including triplets, sixteenth-note runs, and sustained chords. Fingerings are indicated by numbers 1-5. Dynamics include 'mf' (mezzo-forte). The score concludes with a final cadence in both hands.

Handwritten musical score for piano, featuring multiple systems of staves with complex notation, including triplets, sixteenth notes, and dynamic markings.

Key markings and features include:

- cresc.* (crescendo)
- Fine*
- f* (forte)
- mf* (mezzo-forte)
- sempre f* (always forte)
- ff* (fortissimo)
- D.C.* (Da Capo)

The score is written in treble and bass clefs, with various fingerings and articulations indicated throughout the piece.

CARRY ME BACK TO OLD VIRGINNY

Arr. by Carl Webber

Solo for Trombone, Baritone, Bassoon or B♭ Bass

JAMES A. BLAN

Moderato

The musical score is written for a solo instrument, specifically Trombone, Baritone, Bassoon, or B♭ Bass. It is arranged by Carl Webber and is a solo piece. The score is in 4/4 time and the key signature has three flats (B♭, E♭, A♭). The tempo is marked 'Moderato'. The score is written on a grand staff with a bass clef for the upper staff and a treble clef for the lower staff. The piece begins with a piano (p) dynamic. The first system consists of two measures. The second system consists of two measures. The third system consists of two measures. The fourth system consists of two measures. The fifth system consists of two measures. The sixth system consists of two measures. The seventh system consists of two measures. The eighth system consists of two measures. The ninth system consists of two measures. The tenth system consists of two measures. The eleventh system consists of two measures. The twelfth system consists of two measures. The thirteenth system consists of two measures. The fourteenth system consists of two measures. The fifteenth system consists of two measures. The sixteenth system consists of two measures. The seventeenth system consists of two measures. The eighteenth system consists of two measures. The nineteenth system consists of two measures. The twentieth system consists of two measures. The twenty-first system consists of two measures. The twenty-second system consists of two measures. The twenty-third system consists of two measures. The twenty-fourth system consists of two measures. The twenty-fifth system consists of two measures. The twenty-sixth system consists of two measures. The twenty-seventh system consists of two measures. The twenty-eighth system consists of two measures. The twenty-ninth system consists of two measures. The thirtieth system consists of two measures. The thirty-first system consists of two measures. The thirty-second system consists of two measures. The thirty-third system consists of two measures. The thirty-fourth system consists of two measures. The thirty-fifth system consists of two measures. The thirty-sixth system consists of two measures. The thirty-seventh system consists of two measures. The thirty-eighth system consists of two measures. The thirty-ninth system consists of two measures. The fortieth system consists of two measures. The forty-first system consists of two measures. The forty-second system consists of two measures. The forty-third system consists of two measures. The forty-fourth system consists of two measures. The forty-fifth system consists of two measures. The forty-sixth system consists of two measures. The forty-seventh system consists of two measures. The forty-eighth system consists of two measures. The forty-ninth system consists of two measures. The fiftieth system consists of two measures. The fifty-first system consists of two measures. The fifty-second system consists of two measures. The fifty-third system consists of two measures. The fifty-fourth system consists of two measures. The fifty-fifth system consists of two measures. The fifty-sixth system consists of two measures. The fifty-seventh system consists of two measures. The fifty-eighth system consists of two measures. The fifty-ninth system consists of two measures. The sixtieth system consists of two measures. The sixty-first system consists of two measures. The sixty-second system consists of two measures. The sixty-third system consists of two measures. The sixty-fourth system consists of two measures. The sixty-fifth system consists of two measures. The sixty-sixth system consists of two measures. The sixty-seventh system consists of two measures. The sixty-eighth system consists of two measures. The sixty-ninth system consists of two measures. The seventieth system consists of two measures. The seventy-first system consists of two measures. The seventy-second system consists of two measures. The seventy-third system consists of two measures. The seventy-fourth system consists of two measures. The seventy-fifth system consists of two measures. The seventy-sixth system consists of two measures. The seventy-seventh system consists of two measures. The seventy-eighth system consists of two measures. The seventy-ninth system consists of two measures. The eightieth system consists of two measures. The eighty-first system consists of two measures. The eighty-second system consists of two measures. The eighty-third system consists of two measures. The eighty-fourth system consists of two measures. The eighty-fifth system consists of two measures. The eighty-sixth system consists of two measures. The eighty-seventh system consists of two measures. The eighty-eighth system consists of two measures. The eighty-ninth system consists of two measures. The ninetieth system consists of two measures. The ninety-first system consists of two measures. The ninety-second system consists of two measures. The ninety-third system consists of two measures. The ninety-fourth system consists of two measures. The ninety-fifth system consists of two measures. The ninety-sixth system consists of two measures. The ninety-seventh system consists of two measures. The ninety-eighth system consists of two measures. The ninety-ninth system consists of two measures. The hundredth system consists of two measures. The piece ends with a final cadence.

“GELOBET SEIST DU, JESU CHRIST”

Sw. to Ped.

A# 21 8776 442

Edited by James H. Rogers

Allegro

Allegro

Manual

Gt.

Sw. both hands

Gt.

Sw. both hands

Gt.

Sw. both hands

rit.

VALSE JOYEUSE

WAYNE F. RICHARD

Tempo di Valse

VIOLIN

PIANO

The musical score for "Valse Joyeuse" is written for Violin and Piano. It begins with a "Tempo di Valse" instruction. The key signature is two sharps (F# and C#), and the time signature is 3/4. The score is divided into three systems. The first system shows the initial entry of the violin and piano. The second system continues the development of the themes. The third system includes a "Più animato" marking, indicating a change in tempo. The score concludes with a final cadence. Dynamics include *mf*, *p*, and *f*. Fingerings and bowings are indicated throughout.

This page of musical notation is for a piano piece, likely in the key of D major (indicated by two sharps). The score is written for multiple staves, with various musical notations including notes, rests, and dynamic markings. The notation includes first and second endings, a repeat sign, and a section marked "Tempo I". The piece concludes with a "rit." (ritardando) marking.

Key markings and dynamics include:

- f* (forte)
- p* (piano)
- mf* (mezzo-forte)
- rit.* (ritardando)
- Tempo I*

Other markings include first and second endings (1, 2), a repeat sign, and a section marked "Tempo I". The notation includes various musical symbols such as notes, rests, and dynamic markings.

DELIGHTFUL PIECES FOR YOUNG PLAYERS

MY BIRTHDAY CAKE

Grade 1.

MYRA ADLER

Moderately fast M.M. ♩ = 144

Birth-day par-ties are such fun, I'm five years old to-day, My lit-tle friends are asked to come, We'll spend the time in play. My doll house is all read-y, I've cleaned it thru, and thru; My dolls each have a new dress, And I have one on too; Can you guess what moth-er made? Just see if you can think; It's some-thing ver-y good to eat, It's white, with can-dles pin-

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STEP CAREFULLY!

Grade 1.

ADA RICHTER

Moderato M.M. ♩ = 88

If you step up - on a line, You will be a don-key; If you miss an - oth-er time, You will be a mon-key

Now step carefully

If you step up - on a line, You will be a don-key; If you miss an - oth-er time, You will be a mon-key

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AN ORCHARD IN BLOOM

ade 2.

Moderately M.M. ♩ = 152

GLADYS HOLLENBECK DAVIS

Handwritten musical score for 'AN ORCHARD IN BLOOM'. The score is written for piano in 3/4 time. It consists of two systems of staves. The first system includes a treble and bass staff. The treble staff has a melody with various ornaments and fingerings (e.g., 3 1 4, 3 2, 5 2). The bass staff has a supporting line with fingerings (e.g., 2 4 3 5, 2, 5, 1, 5, 1, 2). Dynamics include *mp* and *p*. The second system continues the piece, featuring a *rit.* (ritardando) section followed by a *Fine* section and then a *mf* (mezzo-forte) section. It includes a *a tempo* marking and ends with a *sfz D.C.* (sforzando Da Capo) instruction. Fingerings are indicated throughout the piece.

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LITTLE MISS SPRINGTIME

ade 2 1/2.

Allegro moderato M.M. ♩ = 132

HELEN W. PORTER

Handwritten musical score for 'LITTLE MISS SPRINGTIME'. The score is written for piano in 4/4 time. It consists of two systems of staves. The first system includes a treble and bass staff. The treble staff has a melody with various ornaments and fingerings (e.g., 2 1, 3 1 5 2 3 1, 2 1, 5 1 4 1). The bass staff has a supporting line with fingerings (e.g., 1, 1, 1, 1, 1, 4, 1 2). Dynamics include *mp capriciously* and *mp*. The second system continues the piece, featuring a *mf* (mezzo-forte) section followed by a *rit.* (ritardando) section and then a *D.C.* (Da Capo) instruction. Fingerings are indicated throughout the piece.

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335

TECHNIC OF THE MONTH

ETUDE

CARL CZERNY, Op. 335, No. 1

Revised by Guy Maier

With lesson by Dr. Guy Maier on opposite page.

The lightest *finger staccato* with a quiet hand in quick tempo.

Molto Allegro M. M. ♩ = 138-160

Grade 3 $\frac{1}{2}$

pp stacc. legg. 1 2 3 4 5 6 7 8 9 10 11 12 *sempre pp* 13 14 15 16 17 18 19 20 21

cresc. *f*

The Technic of the Month

Conducted by *Guy Maier*

More Staccato

IN THE MARCH *ETUDE* we had a brilliant hand *staccato* study; this month, by contrast, we take a delicate, whispering, fingertip study of the lightest texture. In the original version (*Opus 335, No. 41*) Czerny introduced so many complications that I have taken the liberty of shortening and tightening the study to clarify its objective. What is this objective? To play swift, clear finger *staccato* with minimum arm, hand and finger movement.

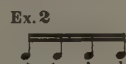
In much of it (Meas. 1, 2, 5, 6, 9, and so on) the hand must feel as though its closely bunched fingers are delicately scratching the back of a cat's ear! Laugh if you wish, but just try the first two measures that say. You get the idea now, don't you? In other measures (3, 4, 7, 8, and similar ones) the fingers spread out, but the sensation is not much different—this time like scratching the whole top of your head at once! More guffaws; but be sure to scratch intently!

At first I would practice the study slowly and quietly *legato*, preparing each hand-group of notes carefully for the key tops. Memorize it thus, *legato*, and speed up only slightly. After that I would practice it in a way calculated to drive anyone frantic; I call it "off beat" practice—thus:



Try it very slowly; you will have to be patient until you get the hang of it. I use this method of practice on all "running" pieces which have straight on-the-beat accompaniments, for I find it invaluable as an energy-up, memory "clincher", and concentration stimulator.

Now practice, as at first, but with its phrasing



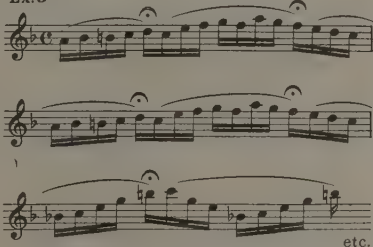
give a slight hand impulse on each beat, and to release any single finger tension which may creep in. "What a relief!" I hear you say.

Then let yourself go on the "pure" finger *staccato*, always practicing slowly and softly at first, carefully

touching each key top before you flash it. Do not hold or raise any finger in the air at any time. If you discover *legato* tones being smuggled in, try snapping the keys lightly toward you (be sure to touch the key tops before you snap). You may now step up the amount of *staccato* tone (to *mf.*)—but still in slow tempo.

Then practice in this grouping, both at moderate speed and rapidly, pausing and resting at each ~.

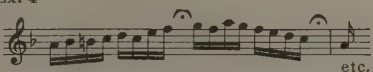
Ex. 3



(Left hand omitted to save space.)

Also practice rapidly, (1) pausing and resting at middle of measures, thus:

Ex. 4



(2) pausing at ends of measures.

All finger patterns and scale passages (Measures 1, 2, 5, 6, 9, 10, and similar ones) are played with medium high wrist; arpeggios, as in Measures 3, 4, 8, 11, with high, level wrist. Above all keep your entire piano playing mechanism quiet, the lightly suspended elbow tip directing the proceedings. Always play softly, whenever you play fast. Observe fingering scrupulously. Use soft pedal but no damper pedal.

Metronome marks vary widely with different editions of this study. For some students $J = 138$ is fast enough; others are capable of higher speeds.

Do not spend all your energy on the right hand. Remember the left hand is the speed regulator. Do not neglect it. It takes a lot of separate practice to keep it relaxed, precise and controlled.

For another good finger *staccato* study, see No. 38 in the same volume of "The School of Legato and Staccato" or in "Czerny-Hutcheson, Volume III, No. 6." This one, although more difficult, and "crawlier", gives the left hand a fine workout.

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"Money Cannot Buy It"

(Continued from Page 291)

able to play and understand music. The parent who fails to give the child a musical education is denying him one of the greatest advantages in life."

The Saturday Evening Post, in its issue for March 9th, 1940, in an article by John K. Winkler and Boyden Sparkes, gave the following graphic description of the player pipe organ owned by the late "Five and Ten Cent Store" magnate, Frank Woolworth, in his Fifth Avenue home:

"In this extravagant thing that he had given himself as a reward for years of the hardest kind of work was included a wonderful toy whereby he was enabled to indulge his previously frustrated passion for musical expression. It was a magnificent player pipe organ. His collection of perforated-paper rolls included every piece that he had ever heard and liked.

"Woolworth had a boy's delight in taking friends up a marble staircase into that great second-floor drawing room and treating them to a concert with surprising features. The room was paneled with carved light oak decorated with gold embellishments. But when he touched one of the buttons under his fingers, the guests would be in utter darkness. Then, after profound rumblings, the music would begin and a pinkish-amber glow, most flattering to ladies, would fill the room. The source of the light was concealed behind the ceiling cove. According to the mood of the music or the mood of Woolworth, pinkish-amber light gradually would be transformed to green, to deep mauve and other color tones until the piece was finished.

"Leading from the organ were conduits for the sounds it made; some had trumpetlike ends in the newels of the regal marble staircase; others distributed the sound to more remote parts of the house; some carried the least organ whisper into closets in the Woolworths' bedrooms. Even the posts of his bed were hollow and linked with conduits, so as to make the bed itself an actual sensitive member of the amazing instrument. There were nights when he and Jennie lay snuggled in their bedclothes while some Pied Piper of the household worked the organ and lured their minds off on pathways that led them into the past when they were poor.

"The organ could be made to do other tricks. A Hungarian artist of that day, Joannes de Tahy, hired by Woolworth, painted against allegorical backgrounds the portraits of Beethoven, Wagner, Liszt, Mendelssohn and others. Thereafter a guest might be subjected to a weird experience: Faint as a spirit's presence, a glow of light would appear above the organ; as the light grew

and the music could be identified what seemed to be an apparition of its composer would be revealed. If a guest interrupted with applause, Woolworth's pride would have rolling organ repercussions that would shake the windows.

"Other sound and light effects were added; Woolworth could make a flash like lightning, and when the organ thundered portions, possibly, of Die Walküre, not from the organ but from behind the walls would come another sound, like torrents of rain."

The delight that Cyrus H. K. Curtis, the eminent publisher, took in the fine pipe organ, in his home, was measureless. The fact that he was not obliged to depend upon an automatic player meant a great deal to him. He loved to improvise, and after his pressing office duties he found his pipe organ a great solace and joy.

The points we desire to make in this editorial are, first that the investment in a musical education in early years often proves a very great asset in later life. Second that, even though the adult has in his youth had his musical training neglected, there is still time to accomplish a very great deal, through a little regular study along modern lines, and that this study is really quite simple and usually very delightful. Such study adds enormously to the pleasures of hearing music and is really highly desirable in these days of superior radio broadcasts and magnificent records. We advocate very strongly that teachers everywhere start plans to secure adult-beginner classes. Following are the names of books which have been especially created for this need and teachers are urged to investigate some of them.

Methods

- "Beginners' Piano Book for Older Students"—Carter
- "Piano Method"—Peters
- "Book for Older Beginners"—Williams
- "Adult Approach"—Mason
- "Music Study Course"—Nash
- "First Book for the Adult Beginner"—Williams
- "Favorite Melodies for the Adult"—Williams
- "Grown-Up Beginner's Book for the Piano"—Felton
- "Progressing Piano Studies for the Grown-Up Student"—Felton

Collections

- "Book of Piano Pieces for Adult Beginners"
- "Book of Piano Duets for Adult Beginners"
- "Twenty Melodies for Adult Beginners"—Bilbro

If you desire further information for special adult studies, write to the Editor, stating your special needs, and an attempt will be made to give you the information desired.

Approaching an Operatic Rôle

(Continued from Page 293)

of the character to be portrayed. Voice color, dramatic accents, mood, line—all that the singer has taken into his mind—must now be conveyed through his voice. At this point we approach the delicate and important matter of building a sustained interpretation. It is a profound mistake to learn the music of a new rôle and then, in second place, try to infuse it with "feeling." The process works the other way about! The character must grow from psychological truth; the singing simply expresses this truth.

The most important part of score study is religious attention to the composer's indications. Sing only what is indicated and nothing that is not. If a *legato* or a *portamento* (or anything else) were required, the composer would have marked it. If he did not, the singer must not improve upon his score for him. It is also important to learn the other parts in the opera. A soprano, certainly, will never be called upon to perform the basso's rôle; yet her familiarity with it may prove a great aid to the timing, and to the general smoothness of the performance as a whole.

In learning new rôles, I am always willing to take advice from experienced coaches and conductors who, through their greater familiarity with the opera, know more about it than I could after but a few weeks of study. Yet, while the singer should be open-minded to experienced advice, he should not follow instructions blindly and without conviction. Always, there must be a foundation of personal truth. If I am asked to use some effect that would be untrue for me, we stop and talk it over. My adviser explains his reasons for suggesting the effect; I explain mine for rejecting it. Sometimes a new conception grows out of such discussions; sometimes they end with each one clinging more firmly to his own views. The singer must base his ultimate interpretation upon honest conviction. That conviction may become modified, but a foundation of personal truth must always be its bulwark. Mechanical following of other people's ideas leads to mechanical performance.

Methods of Study Depend Upon the Individual

As to the actual vocal work of learning a new rôle, I find it expedient for my own purposes to sing through the entire part each day. I am not advising others to do the same. Less robust vocal organs may require a different method. My voice has gained in power and flexibility through use, and, within the limits of common sense, I do not spare myself. Many of my rôles have been

learned during my active operatic seasons. Then I work during the day on the new rôle, singing from an hour to an hour and a half, in full voice, and am ready for my performance in the evening.

An important point for the young singer to realize is that no rôle is completely learned from score alone. Interpretations grow through repetition in performance. That, of course, is why such stress is laid upon the young singer's opportunities in the coöperative give-and-take of active stage work. The routine of the living stage is the only means of polishing stage work. Singing with others, watching their approach, studying their good points, taking heed from their weaknesses—all that is an education in itself. In my own work, I find that a character becomes more real after I have taken it upon the stage. This does not mean that I spare myself during its preparation. It means, logically enough, that it grows more alive the longer I live with it. There are some parts which I have performed as many as ten times before the final crystallization appears. Then, in the eleventh or twelfth performance, something happens. Perhaps I suddenly see a chance for some stress or emphasis that, with the most earnest study, I had not noticed before. Perhaps I do something quite unconsciously and am told, later, that my performance has broadened. Always, the living performance brings new luster to a rôle. The ideal means of building up an operatic character is this combination, over an extended period of time, of theoretic study and active practice.

It is difficult, I know, for the average student to round out his work in active stage performances. That is why it is important for our gifted beginners to realize that even a unimportant opening on the stage is better than none at all. Stage work should begin as soon as vocal and dramatic progress warrants it, regardless of the part that offers itself. It is better to work up to leading rôles, gradually and through growing experience, than to learn them in the studio—and then wait for the opportunity of stepping upon the stage as leading lady. An operatic character begins in psychological truth; it culminates in the active living portrayal of that truth; its study never ends.

"It is high time that scientific principles should become the common possession of all professional musicians, and that our musical institutions should introduce lectures giving a more defined and rational basis for correct and varied 'tone production' (touch) on the pianoforte, which now is largely a matter of chance and individual temperament."—Maria Levin-skaya.

VOICE QUESTIONS

Answered by DR. NICHOLAS DOUTY

No question will be answered in THE ETUDE unless accompanied by the full name and address of the inquirer. Only initials, or pseudonym given, will be published.

Young Girl with a Dry Throat

I am thirteen years of age, and my greatest ambition is to become a singer. At present I am taking singing lessons from a well-known teacher. My throat seems to be dry, raw and froggy. My teacher tells me that I did not sing through my throat, so I am trying to overcome it, but it seems impossible. My voice has a mezzo-soprano range. Do you think I am still too young? Could you give me some advice as to what I should do?—R. B.

At thirteen years of age, you are still young to take serious vocal instruction. It is at that age when you are not quite child and not quite a young woman. Your voice is still unsettled, and it will be a year or two before you can consistently exercise without danger of straining it. We have ten many answers to the letters of inquiring young girls and published them in recent issues of The Etude. Please read them all fully. Go on with your usual school education; learn to play the piano; keep your voice in good shape by exercises which will strengthen it, without straining; read good books; for a knowledge of literature and history is of great help to a singer. Study a foreign language as soon as you have the opportunity. The hardest thing in the world for a young person is to learn to wait patiently. You have plenty of time. Do not become impatient and discouraged.

You live in a dry climate, and perhaps your throat is inclined to be dry. Perhaps you have a little so-called dry catarrh. We have explained what to do for this in a recent issue of The Etude. Please read that article.

What your teacher means is that you did not tighten and stiffen your throat, or when you sing or when you speak. The air is just a tube through which the vibrating air issues into the mouth, the nose, so on.

Contralto's High Tones

I am seventeen years of age, with a voice from F-sharp below middle C to F-sharp, the fifth line of the treble staff. From middle C to F-sharp below, the tones are weak and strong; but from the same C on up, they are weak and breathy—very like the quinine falsetto. Why is this, and is there any way to overcome it? There is no capable specialist in this city from whom I could ask. Can you suggest something for practice at home? When I took lessons—for financial reasons I have discontinued—my teacher made me force the heavy quality of my lower tones upward. This greatly improved my mid-range, but in the April 1937 issue of The Etude, this method was condemned. What shall I do?

My voice is by no means exceptional, but I have very ambitious and willing to work, but I will never be content with being mediocre. My piano teacher urges me to continue my singing. Can you tell me of any singers who have succeeded with more or less mediocre voices?—M. L.

To negotiate successfully the upper part of the contralto voice requires great strength and patience. When they are well poised, they are of beautiful quality, of a somewhat but resonant timbre, with an alluring and individuality of sound that no other voice possesses. The fact that the tones on the staff up to F-sharp (fifth line) are weak and breathy suggests that you have been forcing them. Your whole description of your method of singing makes me think that you have been taking the so-called "register" up much too high. When the vocal cords are no longer able to approximate this method, the cords separate slightly, the resulting tones are weak and breathy and you describe them. Please read Dr. Hippel's short article about the upper tones in the June 1939 issue of The Etude. You will discover for yourself or learn from books and teachers, a method of producing these

tones which relies more upon placement and resonance than upon brute force. The whole upper voice, as you sing it, must be deficient in the resonance of the facial bones and the bones and cavities of the nose and head. It is very difficult to learn how to sing without a teacher, by reading books alone. But you must persevere until you are able to afford lessons. In the meantime listen to all the good contraltos you can hear over the air; not the jazz and blues singers—you sing too much like them as it is—but the opera and concert singers with voices similar to your own. Listening to Bruno Castagna, Kathryn Meisle and other singers of that type will teach you much. Read "Resonance in Speaking and Singing", by Fillebrown and other books that treat of resonance. You might also try some of the exercises for contralto in my small book, "What the Vocal Student Should Know", or Sieber's "Eight Measure Vocalises for Contralto." You are very young. There is plenty of time for you to learn an easier and more comfortable way of singing, so do not despair. At the age of seventeen, the voice is never fully developed and you cannot tell just how good it will be in four or five years.

Singing at Eleven Years

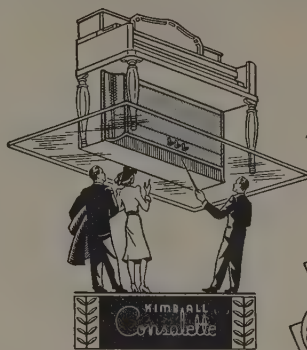
Q. I am only eleven years of age, so I have never been able really to show how well I can sing. My range is from G below Middle C to E above High C. I can go from G to C without a bit of effort and, with some effort, make the D and E above. Is this range very unusual for a child of eleven?

A. I am anxious to begin vocal lessons, but I know I am too young. When should I begin? I asked the teacher of a glee club when my voice would be fully developed, and she said between fourteen and sixteen as I have an unusually strong voice. What is your opinion in this matter?—C. M. R.

A. Please read our answer to M. R. B. which appears in this issue of The Etude and our answers to many young girls which have appeared in previous ones. Your range is long, if your tones are all pleasant and your scale smooth. We should certainly advise you to omit practicing the highest tones above the High C, if they show the slightest evidence of strain. This is the thing that you must be most careful to avoid—straining your voice. Never practice too long at a time, too high nor too low, nor too loud. You seem to have a good voice. Make yourself a good musician; take care of your health, and time will do much for you.

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Why Was Leschetizky Great?

(Continued from Page 308)

in line," and the wrist should be higher than in the diatonic scale, but still loose.

Broken Chords

Broken chords in various positions naturally serve to introduce the arpeggio, and the same positions of fingers, wrist and arm are used. Turning of the hand inward both in broken chords and arpeggios is advised. The "preparing" of arpeggio forms proceeds after the manner of preparing scale intervals and shapes. Here the player takes the new position of the fingers by means of a rapid turn of the hand to the right, accompanied by a forward movement of the arm and the shifting of the thumb upon its key, "just as in the scale exercises."

The technic of chords follows the study of the broken chord. After the fingers have been drilled as described above, the chords are struck from the wrist. Preparation of the chord is made in the air after it has been learned on the keys. "Care must be taken to place the hand in the correct position. It is then raised from the keys and bent back as far as possible, while one counts very slowly from one to four, the fingers keeping unchanged the shape of the chord. It then falls quickly back on the place just deserted." Some chords require an inward turn of the hand, instead of the outward turn applied to most chords.

The wrist *staccato* is played by means of this same movement of the hand and wrist. "The curved finger is thrown on the key, striking it smartly and being instantly withdrawn by the wrist." The fingers must stay curved and "cover" the keys. The wrist must not yield to right or left. In extended figures, such as scales, "wrist and arm must follow the fingers."

A second form of wrist *staccato* is found in the "lifted tone." The wrist is loose; the fingers are curved and firm. The finger touches the key lightly and, without tone, presses it down, then is instantly lifted from the key by the hand flying back at the wrist. The first form of wrist *staccato* is used especially in octave playing.

Legato octaves are to be played with fingers close to the keys, with a gliding, sidewise movement of the fingers and arm; the wrist is to be quiet but not stiff. "This gliding binds the tones almost more than the fingers do."

But another type of chord tone is developed, for "the tones of a chord, struck from on high, sound hard and do not carry well." The hand is to be arched as far as the stretch permits, the fingers are to be curved,

the tips and the wrist are to be kept firm during the stroke. The tone is made by moving the wrist down or up. This movement of the wrist is the same that is used for *legato cantilena*. "Touch the keys lightly (preparing) and force the fingers to press them down deep while keeping in contact, by means of a swift upward movement of the wrist; wrist and fingers must be firm at this instant." A rapid downstroke of the wrist may also obtain the same effect. The wrist returns at once to normal position, while the finger holds the key lightly.

In a slow succession of chords either down movement or up movement may be used, but in a rapid succession only the up movement. For *f* and *ff* a greater and more vehement movement is to be made "with the full assistance of the arm;" for *p* and *pp* the movement must be slower and less extreme. The hand should relax instantly after the stroke. It is well in slow *ff* chords, which must be cut short and require a broader movement, to raise not only the hand but the whole arm. After lifting the arm, the fingers may be held in a loose "fast" shape, to relax and rest them.

For arpeggiated chords the hand is to be placed, and then a quick turn toward the fifth finger is to be made. The fifth must lift the note shortly, to give fuller tone. If the chord is arpeggiated downward, the turn must be made toward the thumb.

Varying the Hand-Position

Departures from the original position of the fingers or hand are recommended in some cases, as "fluttering passages of a light *pp* on the black keys should be played with flat but firm fingers." And in leaps to the black keys the finger, preferably the third, should be flat and the wrist should not drop. For a leap on white keys the hand should glide and strike with the outer edge of five, and the wrist should drop.

The question of dynamics—that is, of various degrees of power—is answered in general in the exercises which have already been described, but one or two additional points may be mentioned. *Forte* and *fortissimo* require wrist help. Fingertips must be firm and wrist not loose. In rapid passages, "*ff* is not the product of individual finger power but the total effect of all factors of reinforcement which one commands, such as the pedal, the wrist, pressure." Of accent, "Accent is obtained with firm fingers and wrist. When the tone is to be prolonged, the finger holds down the key and the wrist is relaxed, or the tone is held with the pedal and the hand is withdrawn for more brilliant tone. Increase of tension from loose to firm is recommended for *crescendo* and the reverse for *decrecendo*."

To increase strength and endur-

ance, thus, repetition of exercises, beginning with light pressure and increasing to heavy pressure, with special practice of the weak fingers, and also increase of *tempo*, beginning with slow *tempo* is the means employed.

The very first exercise of all, intended to loosen the wrist and provide a movement which is to be applied in the *cantilena legato* and in the chords pressed down by the wrist, is as follows: "Press down *c, d, e, f, g*, then lower and raise the wrist without changing the position of hand or fingers or upper arm." This exercise is designed also "to give an unequivocally firm grasp on the keys."

Of the arm it is said, "The arm, to be sure, remains a clumsy fellow, always having to be guided lest he throw fingers and wrist off the track by faulty movements. Consequently, in the first scale and chord exercises one should look to it that the arm does not press forward too rapidly when playing up (ascending) and drag backward when playing down (descending)."

Importance of Accent

The connection between rhythm of the figures which are practiced—that is, the actual time values—and technical command is undoubtedly of great importance, and for that reason attention should here be called to the great stress which was laid by Leschetizky on sharply cut rhythms. He began the training, not by teaching the scales, for example, in accented groups, but in groups of even rhythms which had to be made exact by means of the counts, as 123, 123 or 1234, 1234, required from the student. Accenting was applied later.

In summing up the movements and positions of this method, one finds two points which are strikingly different from the customs of preceding methods. One is the hand position with the low wrist and high arched knuckles with sharply curved fingers. This position makes for strength and solidity of tone. It assists also in developing clearness in passage playing. The second innovation is the conscious and systematic preparation of notes which aids security and *legato*.

The motionless arm, the high lift of the finger, the finger-stroke are all part of the heritage from fore-runners in teaching. The wrist octave follows the teachings of Theodor Kullak, including the lowering and raising of the wrist. The after-pressure, applied by Leschetizky in single notes, as well as in chords, was already used by Adolf Kullak. The downward pressure of the wrist, after the chord, brings into play the muscles of the forearm especially, which assist in the pressure. Development of strength by repetition and accenting and extra power, development of velocity by gradually

increasing the speed of the passage and by playing in rapid groups with pauses on chosen notes are prominent characteristics of Leschetizky teachings.

Modern teachers and students' piano will recognize how far we have departed from many of the older so-called "methods" in our freer approach to the keyboard, in which vibration, rotation, economy of motion, and instant muscular release form some of the basic principles.

Letters to THE ETUDE

How to Play Slow Movement

TO THE ETUDE:

It is a well known fact that slow movement of a sonata reveal true musicianship, or lack of it, in the performer. Poise, balance, perfect control, peaceful assurance, serene all are needed to interpret the music correctly. In teaching the *Andante* of Beethoven's "Sonata, Opus 28," I have found, after a practical technical point, have been taken up that when I tell the pupil to think of the grandeur of the universe and the steadiness of the revolution of the earth, for the eight measures, the correct interpretive response is instantaneous.

For the next eight measures, the sublime to be found in nature, such as in the stars brings out the lovely quality of combination and dramatic gloominess. In the D major section, the thought of the joyousness expressed everywhere in the country, the gay freedom of leaves dancing in the wind, has immediately corrected the difficulty of playing the *staccato* notes too heavily a matter-of-factly.

The authority to teach this in this way comes from Beethoven himself who said: "I have always some picture in mind when I write."—M. G. ROBERTS

Singing Groups

TO THE ETUDE:

One evening, with snow outside, I was playing a favorite piano concert number for sheer enjoyment. The telephone bell rang. I jumped. The house seemed so noisy; though it was into it a true "International A."

"I won't answer," I mused as I played on. As if to justify my action, I thought, "It probably some pupils who hopes to beg off from tomorrow's lesson."

When the piece had been finished, I saw into the easy chair nearby and mused, "My pupils! First, more pupils. That's what I need; for I'm getting into a rut. But I'm going to get out of it."

Alone, with only the moonlight and its reflection from the snow lighting the room, I planned a campaign.

As a result of this easy chair self-conference I organized three choirs among the children and young people of the church which I attended. Juniors, eight to eleven; Intermediates, twelve to seventeen; Senior Youth, nineteen and up.

Simple, melodious material, which stressed balanced appeal to the imagination and interpretation, rather than difficult musical content, was chosen. Soon three groups were actively coöperating and enjoying their song work.

At first I did not realize that this would increase my own happiness. When my piano class literally trembled, I was amazed.

Then I tried a new idea—evenly matched children and divided lesson fees. The usual number of children in a class was three, each child paying one-half the amount charged for an individual lesson.

As for the choir groups, specialized hymns would add interest. Often one, two or three persons would sing alternate verses. Sometimes each group would sing an "echo" verse a chorus. This gave variety and added contrast to the ensemble singing.

One evening, I said to the Junior Group, "Laugh, boys and girls. It's a new stunt for us; for we're going to learn the words first of all. Whom will you have for the leader of this song?"

They chose Ralph, who read the words, line by line aloud. The other children repeated Ralph's spoken lines. Presently the boy turned to me: "Music, please." Gradually the juniors learned both words and music to nearly all the songs they used.

It is surprising how much interest singing by groups of children adds to the individual interest of the piano pupil. One of the regular features of the piano recitals was group singing, generally accompanied by one or more of the advanced piano pupils.

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Recorded Musical Art

(Continued from Page 302)

nic of the violoncello. It is claimed that this has allowed for greater melodic smoothness, speed, and accuracy of intonation. Turning to Casals' recordings of Bach's "Suite No. 1, in G major" and "Suite No. 6, in D major" (For Unaccompanied Cello) (Victor Album M-742), we find that his eminent artistry does much to make these somewhat austere works more immediately enjoyable. Mr. Casals is in fine fettle, yet there are evidences of some tonal inaccuracies. Even so, these recordings will serve as worthy models for all students.

It is dangerous to say that one man makes a work wholly his own property; thus the assertion often made that Stokowski makes Debussy's *Prelude to the Afternoon of a Faun* uniquely his own is not substantially borne out; for Beecham has shown an insight into this music that is equally admirable. It is true that Stokowski plays this music with varied tonal color and considerable beauty of sound, but the slowness of his tempo is debatable. However, like all Philadelphia Orchestra recordings, Stokowski's new one of this work is well worth hearing (Victor Disc 17700).

Victor's Album, "Selections from Six Wagnerian Operas" (M-749), is largely an operatic recital by Lauritz Melchior, probably the foremost living Heldentenor, although it does include a duet between Kirsten Flagstad and the tenor (the Duet from the opening act of *Die Götterdämmerung*), in which the soprano is heard at her best on records. The finest singing of the noted Wagnerian tenor here is accomplished in conjunction with the Philadelphia Orchestra, directed by Eugene Ormandy. These selections are *In fernem Land* from "Lohengrin"; *Am stillen Herd* and *Preislied* from "Die Meistersinger"; and, in conjunction with Flagstad and the San Francisco Opera Orchestra, directed by Edwin McArthur, in the *Duet* from "Götterdämmerung." The collaboration between the singer and the orchestra is less happily realized in the recordings of the *Steerman's Song* from "Der Fliegende Holländer," the *Hammerlied* from "Siegfried," and the *Hymn to Venus and Rome Narrative* from "Tannhäuser," all of which are accompanied by the Victor Symphony Orchestra conducted by McArthur. In these recordings the tenor's voice seems too close to the microphone for the most satisfactory results. The *Steerman's Song* is sung here with the *Sailor's Chorus* from the last act interpolated between its stanzas. The *Rome Narrative* has long been among Melchior's most moving Wagnerian interpretations, but in neither the *Steerman's Song* nor in the *Hymn*

to *Venus* does the tenor seem quite in his element.

Of the half dozen or more singers who have recorded *Depuis le Jour* from Charpentier's "Louise," perhaps none has given it more warmth or beauty of tone than Dorothy Maynor (Victor Disc 17698). Nor have any of her predecessors accomplished as smooth a rendition from the standpoint of vocalism. Coupled with the impassioned song of Louise is the cooler, less compelling *Recitative and Air de Lia* from Debussy's early cantata, "L'Enfant prodigue." Here Miss Maynor sings effectively but less convincingly, and her vocal style is by no means as faultless as in the other aria. Collectors who do not know the superb rendition of this latter air by the late Jeanne Gerville-Reache should hasten to acquire her old acoustic disc, which one of the collector's societies has repressed.

Marian Anderson has done few things on records that are more enjoyable or more rewarding than her voicing of several Sibelius songs. In *Aus Banger Brust and Langsamt Som Kvalsskyn* (Slow As the Colors) (Victor Disc 2146), the noted contralto is in fine voice. Both songs are interesting, but the latter is regarded as Sibelius' highest achievement as a song writer (Cecil Gray).

Dussolini Giannini and Beniamino Gigli unite (Victor Disc 17697) to give the best recorded performance to date of the duets, *Tu Qui Santuzza* and *No, No, Turiddu* from Mascagni's "Cavalleria Rusticana." Giannini sings with more dramatic intensity than beauty of voice (*Santuzza* is among her most noted rôles) and Gigli is in excellent form. Those who admire the music will find this disc worth owning. It was made in 1936 in Milan, with the La Scala Orchestra.

Marjorie Lawrence sings two Scottish songs, *My Ain Folk* and *Down the Burn* (Victor Disc 2147), with admirable artistry, but the audible intake of her breath between the phrases detracts from full enjoyment of these songs.

One is disposed to admire the simplicity and sincerity of approach of the Siberian Singers in their voicing of Tchaikowsky's *In Church* and Ippolitow-Iwanow's *Bless the Lord, O My Soul* (Victor Disc 4540). The aforesaid simplicity is a relief after the sought-after effects of the Don Cossack Choir, who recently recorded *Evening Bells* and *Kama Song* (Traditional) on Columbia Disc 7370-M).

The Choir of the Pius X School of Liturgical Music, at the College of the Sacred Heart in New York, owes its fine training to its director, Mother Stevens, R.S.C.J. In an album of Mediaeval and Renaissance Choral Music (Victor Album M-739), the choir is heard in selections from the 10th century down through the 16th. This choir, an all women one,



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sings with tonal purity and expression, but the lack of male voices leaves much to be desired in much of the music. Too, women's voices tend to become monotonous if heard in too many selections at one time. However, all interested in choral music of these periods should by all means become acquainted with this set; it is worthily accomplished and well recorded.

Continuing its Beethoven quartet series, the Coolidge Quartet plays the "Quartet No. 6, in B-flat major, Op. 18," with meticulous care and tonal polish. There is room for more warmth of tone and feeling in much of this music than is realized by this

ensemble; however, this is the best available version of the work to date on records. (Victor Album M-745)

Ernest Bloch's "Baal Shem" (Three Pictures of Chassidic Life) ranks among his best racial compositions. Dedicated to the memory of his mother, the titles of the three sections are *Vidui* (Contrition), *Nigun* (Improvisation), and *Simchas Tora* (Rejoicing). Joseph Szigeti, with Andor Farkas at the piano, play this often deeply felt and expressive music with artistic fervor and restraint (Columbia set X-188). The three pieces were inspired by Jewish chants, and in them the rhythm is freely voiced.

Sidney Lanier: Poet, Man and Musician

(Continued from Page 300)

only eight of the forty questions and answers. As Mr. Short advises us, in the monograph referred to earlier, the answers are not to be taken too seriously. Lanier probably answered them while leaning over the piano, munching cake and drinking lemonade.

The Mental Photograph of Mr. Sidney Lanier

Your favorite Color? The opal grey which one sees on the horizon just after a gorgeous sunset.

Musicians? Schumann, Wagner, Beethoven, Chopin.

Poets? Shakespeare, Chaucer, Lucretious, Robert Browning.

What epoch would you choose to have lived in? The Present.

Where would you like to live? Somewhere where lungs are not necessary to life.

What is your favorite occupation? Teaching, either by poems, by music or by lecture.

What is your idea of happiness? A table with pen, ink and paper, under a big oak in early summer—wife seated where I can see her every second. Three boys rolling on the grass, a mountain in the distance and a certainty that my article won't be declined.

What is your idea of misery? To find the flute too sharp for the oboe after we've commenced the *Andante* of the "Fifth Symphony."

On February 3rd, 1940, a celebration was held at the Peabody Conservatory of Music in memory of Lanier's birth, ninety-eight years earlier. The celebration was arranged by the Peabody Conservatory and Johns Hopkins University in commemoration of Lanier's association with both institutions from 1873-81. The gathering, which attracted distinguished visitors from all over the country, was also designed to give impetus to the movement to have

Lanier included in the Hall of Fame for Great Americans, established in 1900 at New York University by Mrs. Finley J. Shepard.

One of the speakers was young Herbert R. O'Connor, Governor of Maryland, who made reference to the Lanier memorials established in more than twenty American cities. Governor O'Connor also quoted John Macy who once stated: "Three volumes of unimpeachable poetry have been written in America: 'Leaves of Grass' by Whitman, the thin volume of Poe and the poetry of Sidney Lanier."

Both Walt Whitman and Edgar Allan Poe have already been placed in the Hall of Fame. While it is unfortunate that Lanier, the "Sir Galahad of American letters," failed, in the recent election held by the College of Electors, to win the requisite number of votes—he lost by five votes and was paired with Henry David Thoreau—such honors are relatively unimportant to a man whose songs live on in the souls of the people who sing them.

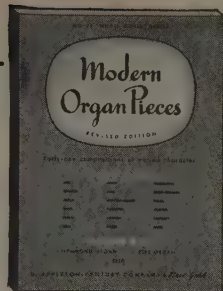
In this connection, and as our coda, we should like to include a paragraph from Governor O'Connor's address to the audience gathered in that same hall where Lanier had played many times as first flute in the Conservatory Orchestra during the last eight years of his life:

"Any student of the poet's work must admit that Lanier's standing cannot be improved or disproved by this or any other assemblage. His record is written, and it speaks for itself. In order words, I mean to say that Sidney Lanier already has earned his place in the Hall of Fame. By his creative genius, by his diligent scholarship, by his high courage and splendid achievement, he already has builded a shrine of which marble corridors and bronze statuary are only the physical symbol."

"Song brings of itself a cheerfulness that wakes the heart to joy."—Euripides.

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No questions will be answered in THE ETUDE unless accompanied by the full name and address of the inquirer. Only initials, or pseudonym given, will be published. Naturally, in fairness to all friends and advertisers, we can express no opinions as to the relative qualities of various instruments.

Q. Will you kindly suggest a program of organ music for a not too musically sophisticated audience, of medium difficulty—about the grade of Mendelssohn's "Second Sonata" and not so difficult as Guilmant's "First Sonata"?—E. S.

A. You might make up a program selected from the following numbers:

"Suite Gothique" by Böellmann; Andante Cantabile (from "Fourth Symphony") by Widor; "Prelude and Fugue in E minor" by Bach; Jesu, Joy of Man's Desiring by Bach; Come, Sweet Death by Bach-Duane; Prelude to "La Damoselle Elue" by Debussy-Cholsnel; The Fifers by d'Andrieu-Edmundson; Clair de Lune by Karg-Elert; Ave Maria by Arcadelt; Alleluia by Dubois; Berceuse by Albeniz-Lanquetut; Dawn by Jenkins; Ave Maris Stella by Bedell; Noël (with variations) Bedell; In Summer by C. A. Stebbins; Prelude on Rhosymedre by Williams; Retrospection by Hogan; Elegy by Noble; Fairest Lord Jesus by Edmundson; Minuet in E-flat by Boccherini.

Q. My organ teacher and I are contemplating the idea of starting a school in which we would teach church and concert organ, liturgies and other allied subjects, as well as piano. I would appreciate your suggestions as to what would constitute a good organ, suitable for teaching and practice. We should probably have to rent a house, which would impose limitations of size upon the instrument, perhaps to ten or twelve actual ranks of pipes. An organ with a good ensemble is preferable. A slight amount of unification in the softer registers would not be objectionable. Do you believe this can be done with any degree of success? We would confine ourselves to true organ literature. Some years ago you were one of a group of prominent organists who approved a group of stop lists put out by the—Company. There were two sets of specifications; one group made up of straight stops and the other introducing a small amount of unification and duplexing. Do you have any of the stop lists? How is it possible for me to secure them?—E. J. K.

A. We are suggesting the following as a specification including twelve ranks of pipes, that includes ensemble combinations, as well as some solo effects, with a limited amount of unification:

Great
Open Diapason 8'—Flute 8'—Dulciana 8'—
4'—2 3/4'—2'
Octave 4'—Flute 4'
Swell
Geigen Diapason 8'—Stopped Flute 16'—8'—
4'—2 3/4'—2'
Sallcional 8'—4'
Vox Celeste 8'
Geigen Octave 4'
Cornopean 8'—4'

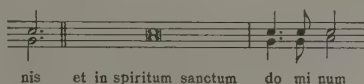
Pedal
Bourdon 16' Pipes
Flute 8'
Bourdon Dolce 16' (from Swell)
Dulciana 8' (from Great)
Cornopean 8' (from Swell)
Clarion 4' (from Swell)
Flute Dolce 8' (from Swell)
Flute 4' (from Swell)

We suggest that you submit whatever specification you decide upon, to some builders, asking for space requirements which will need consideration. Personally we do not confine our playing to original organ music, as there are excellent numbers not originally written for the organ, but which have been transcribed for the instrument. You, of course, shall have to decide on the course that you wish to pursue. We suggest that you might secure the specifications to which you refer, by writing to the builders to whom they were furnished. The editor has one copy only of the specifications.

Q. I am very much interested in learning to play the organ. Will you kindly name a book for a beginner in organ study and quote price? I am enclosing two diagrams of an organ which I would like to build. Will you kindly advise me whether the diagrams indicate a proper conception for the building of an organ along simple lines? I would also like to know where I can get reed blowers and bellows and the price. I am not sure whether the reeds are placed in tubes. Will you kindly advise me?—R. T.

A. We suggest "The Organ" by Stainer-Kraft as a book for a beginner in organ study. It may be secured from the publishers of THE ETUDE. Price \$1.25. Assuming that you have a reed organ (suction principle) in mind, such an instrument might be built along the lines of your diagrams. We suggest that the parts you have marked "string" be constructed with light wire. We also suggest the use of a reed organ pump with two feeders instead of accordion bellows. If by "reed blowers" you mean reeds for the reed organ, we suggest that you address the firm whose name we are sending you by mail, stating your needs and asking for prices. If we understand your question aright we do not think the reeds are enclosed in tubes. You might include this question in your inquiry about reeds, bellows and so forth.

Q. What is the best seating position for the parts in a male chorus? Does the diagram enclosed suggest proper seating? Can you recommend some good books on the training of all male choruses and choirs? In the following passage



how should the words be sung against the whole note? In the time of quarter notes or ad libitum.—F. A. F.

A. We think the arrangement you suggest would prove satisfactory for the seating of the male choir. We do not know of any books treating specially of the training of men's choirs. You might investigate "Tuning up Exercises for Men's Voices" by Maybee. The words "Et in Spiritum Sanctum" should be sung at a good, clear reading speed and accent—ad libitum—not in strict time.

Q. In a choir that has no soprano soloist available for the singing of the solo part in Rossini's Inflammatus, but does have the use of a high tenor voice, is there any possible reason why the tenor should not sing the solo part, especially since his voice is a true coloratura tenor, flexible, and possessing a range that embraces the F above high C? There has been some murmuring against this, and we need the voice of an authority. In the same circumstances, is it not permissible for the same tenor to take the similar solo in a choral arrangement of Mozart's Alleluia?—C. B.

A. Some solos, through use, are associated with certain solo voices, and the Inflammatus is usually associated with a soprano soloist. We have heard of its being sung by a tenor, so that you have precedence as an argument in your favor, and if the effect is good, we see no reason, under the circumstances, why you should not use the tenor. The Rossini "Stabat Mater", however, is not a highly religious composition. We are not familiar with the arrangement of the Mozart Alleluia, but, again, if the effect is satisfactory we see no reason why you should not use the tenor you mention.

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The Lord's Fiddle

(Continued from Page 315)

of her pew and, prancing down the aisle, chanted:

*"If they are agoin' to fiddle,
I am agoin' to dance!"*

At Wareham, Massachusetts, the controversy over bass viol or no bass viol lasted for thirty-five years. When leave was finally obtained for the "bars-vile" to be brought into "ye meeting", some tried to bribe the choir for fifty dollars not to use it.

When eventually the Lord's Fiddle came to be regarded as a good and righteous thing, it appears to have cast its aura of sanctity over that devil's own instrument, the violin. Violins, heretofore taboo, now became acceptable in the house of the Lord, if held "wrong end up" and thereby converted into miniature Lord's Fiddles.

Generally speaking, the Wicked One uses maple and pine in the fashioning of his instruments, but the Lord's Fiddle has been hewn throughout of good honest deal. The Wicked One glues his parts together with meticulous care, to say nothing of finesse; the maker of the Lord's Fiddle did not hesitate to drive stout iron nails into belly and back wherever they would do the most good. Strips of dingy linen protrude from its lower seams and the tail piece, a miserably crude affair, is punched

through in five places for four strings. The peg for the G string, obviously a home-made replacement, looks not unlike the handle of a kitchen knife. There is no purfling—who but the Wicked One would go in for that sort of thing! A ridiculously short neck, topped by a mongrel scroll, finishes off one end; a wooden button, well-worn down on its inner edge, the other. What agonies must this fiddle have suffered in those frigid, draughty churches of our ancestors, its lower ribs and rheumatically joints practically on the floor! What creakings and groanings, in consequence, must have emanated from its innermost recesses on many a Sabbath morning!

But did I say the Wicked One had no hand in the making of it? One rainy afternoon, not long ago, I came home to find my cousin and some of his associates diverting themselves with a scratch orchestra. At first glance it appeared to consist of harmonica, sliding whistle, accordion and piano. Suddenly, to my horror, I discovered someone over in a corner making himself unutterably happy over the production of hot slap bass on—of all things—the Lord's Fiddle!

"Music, when combined with a pleasurable idea, is poetry; music without the idea is simply music; the idea without the music is prose from its very definiteness."—Edgar Allan Poe.

The World of Music

(Continued from Page 289)

MARION, OHIO, President Harding's birthplace boasts a Civic Orchestra of sixty-five members conducted by Abram Ruvinsky. Marion is a city of thirty-two thousand, and is one of several communities in our country to establish orchestral organizations this year.

THE AMERICAN GUILD OF ORGANISTS, which includes musicians of Canada as well as the United States, will hold its Second National Biennial Convention and its Nineteenth General Convention in Washington, D. C., June 23rd to 27th. Christopher S. Tenley is general chairman of the convention committees, and the Wardman Park Hotel will be the convention headquarters.

HENRY S. SAWYER, composer and veteran music editor on the staff of the Theodore Presser Company, died at his home in Philadelphia on March 29th, at the age of seventy-six. Aside from composing many works for the piano and several operettas, Mr. Sawyer gave much skillful help to other famous composers, among them Carrie Jacobs Bond, and had many friends in the music industry in Philadelphia and Chicago.

PROFESSOR CHARLES SANFORD SKILTON, long noted as a composer of Indian melodies, died in Lawrence, Kansas, on March 12th. From 1903 until his death, he was Professor of Organ, Theory of Music and History of Music at the University of Kansas.

GUIDO ADLER, well-known writer on music and long a Professor of Music at the University of Vienna, died recently at the age of eighty-five in Vienna, according to word received by his son, Dr. Joachim Adler of Seattle.

HENRY BURR, for many years beloved by millions for his singing of familiar ballads, died in his Chicago home on April 6th, at the age of fifty-nine. Mr. Burr was well known both as a concert and radio singer, and he made more than ten million records of ballads dear to the American public.

PITTS SANBORN, well-known writer on musical subjects and dean of New York City's music critics, died suddenly of a heart attack on March 8th. Mr. Sanborn wrote one novel of the opera, "Prima Donna," and only last year signed a contract with the Macmillan Company for a biography of Kirsten Flagstad.

SIR WALFORD DAVIES, organist and composer, died at his home in Bristol, England, on March 11th, at the age of seventy-one. Sir Walford was appointed Master of the King's Musick, seven years ago, to succeed Sir Edward Elgar.

ISIDORE LUCKSTONE, pianist, singing teacher and composer, died at his home in New York City, on March 12th. He was eighty years of age. For over fifty years, Mr. Luckstone was famous as a voice teacher, and was accompanist for such celebrities as Caruso, Kreisler and Nordica. From 1925 to 1939 he was Professor of Education at the New York University School of Education.

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No questions will be answered in THE ETUDE unless accompanied by the full name and address of the inquirer. Only initials, or pseudonym given, will be published.

Good Teacher, the First Essential

T. E. R.—It is astonishing how many violin students do everything in their power to avoid spending their money for violin instruction, yet these same students will scrimp and save every penny, hoping to get enough to buy a violin costing \$500, \$600, or even \$1,000. They seem to reason that, if they can get hold of an expensive violin, the rest will come by itself. It is a great help, to be sure, to have a good violin, but in the case of a young student, the principal thing is to have a first class teacher, one who knows his business thoroughly, and who has produced notable pupils. How much better to have a fifty dollar violin, and know how to play it like a master, than a \$500 violin, and play it like a "hill-billy."

Value of Stainer Violins

A. P. R.—A few years after his death, the reputation of Jacobus Stainer (the greatest violin maker of Germany) reached its highest point. At that time his violins sold for as much as \$4,000. Since that time there has been a steady decline in his reputation, and in the value of his violins. Occasionally at the present time we hear of a Stainer selling for from \$1,000 to \$3,000. The present taste for Stradivarius and Guarnerius violins, at \$25,000. 2—Stainer made some of his violins with a top and bottom each in one piece, and sometimes in two pieces. 3—The rank of Stainer as a violin maker, at the present time, is much below the greatest of violin makers, men like Stradivarius, Amati, Guarnerius, Bergonzi, Guadagnini, and other great makers.

Relief from Aches and Pains

L. Y. T.—Many correspondents write to the Violinist's Etude, complaining of pain, stiffness, and other aches, in the wrists, arms, and fingers, which interfere greatly with their violin playing. They ask what causes the trouble, and how to remedy it. In most cases this comes from a disease called *arthritis*, which causes a swelling in the joints. A physician told me of a case, not long ago, where a lady had such pain and stiffness in the joint of her right wrist, that she could not hold a pen, nor a violin bow. The exact cause of arthritis is not known, although many theories are extant. Heat, massage and exercise are prescribed for this disease, although they fail to give relief in many cases. The violinist suffering from pain and stiffness of this kind, should not try to treat himself with patent medicines, but he should go to a first rate, reputable physician, have a thorough examination, and follow the diagnosis and treatment as prescribed by the physician.

To Sell a Violin

K. F. E.—Many people write to the Violin Department of The Etude, asking for help in selling valuable old violins. For their information it may be stated that The Etude is not engaged in selling old violins, and neither is the editor of this department. It requires a lot of work to sell old violins. The owner of the violin must furnish proof (testimony from an expert) that the instrument is exactly what it purports to be, and that it is in perfect condition. It must be shipped to the purchaser, carefully packed and insured. The purchaser must take extreme care of any instrument he wishes to buy, and if he returns it to the owner, must carefully pack and insure it. Would be purchasers are held strictly liable by the courts in these matters, and if a violin becomes lost or broken in transit, they are held for the full value of the violin.

The best thing the owner of a fine old violin can do, if he wishes to sell it, is to engage a reputable dealer to handle the transaction for him. This dealer has, no doubt, the names of many prospective buyers on his books.

A New Book on Paganini

G. H. T.—An interesting new work on the famous violinist, Niccolò Paganini, "The Magic Bow", by Manuel Komroff, has been brought out by Harper and Brothers, New York City. The work is full of fantastic stories of this wizard of the bow, and cannot fail to be of great interest to violinists. One of the stories in the book tells of an old violin maker named Rizzi, who informed Paganini that a challenge had been made by a rich artist and amateur musician in Parma, who had offered one of his two Stradivari violins to Paganini if the latter could play his new concerto at first sight. So Paganini trudged a hundred miles, accepted the challenge, and won the Stradivarius.

At one time, to please one of his lady admirers, Paganini deserted his violin temporarily, and took up the guitar. His theory was that it would help develop the technique of his left hand. In this he seems to have been correct, to judge by the enormous difficulties he wrote for the left hand in some of his compositions.

Menuhin in South America

L. I. M.—Yehudi Menuhin, at one time one of the world's most famous violin prodigies, now one of the most famous adult violinists, has signed a contract for a series of violin recitals in the principal cities of South America, to be given in the spring of 1941. The tour will last for three and one half months, and calls for eighteen appearances; for which he has been guaranteed minimum gross receipts of \$100,000. He will be presented by his impresario as an unofficial ambassador of good will.

Cities where he will appear include Buenos Aires, Rio de Janeiro, Montevideo, and San Paulo.

A Noted Violinist

J. H.—On December 5th, 1940, occurred the death of Jan (Johann) Kubelik, world famous Czech violinist. Kubelik was born July 5th, 1880, at Michle, near Prague. His father, a gardener, who was very fond of music, began instructing the lad at the age of six. He made such rapid progress that he was able to give his first concert in Prague two years later, at the age of eight. His playing some years later produced such a profound effect on his audiences, that after his debut in Vienna in 1898, one critic wrote, "If he had played in this supreme manner in the Middle Ages, he would have been burned alive as a sorcerer."

Kubelik drew an audience of 5,300 at his first concert in New York City. Wherever he played he created a profound sensation. When playing in London in 1905, a young Hindu medical student announced that he would never leave the side of such a master as Kubelik. He gave up his medical studies, and traveled everywhere with Kubelik, as his personal servant.

Kubelik earned vast sums in his concerts, most of which he spent with equal facility. For twenty years he maintained a luxurious palace at Abbazia. He later sold this to buy an estate of 2500 acres in the Austrian burgenland.

This son of a poor gardener married a countess. He had seven children. Of these, two became violinists, and the others devoted themselves to music or art in some form. On his later concert tours he was accompanied by his daughter, Anita, who, he said, received more applause than he did himself.

Among his notable successes was one in London, where he was awarded the Beethoven medal, and was presented with the "Emperor Stradivarius", said to have been one of the three best Stradivarius violins in the world.

During the World War the violinist tried his hand at composition, in which he had considerable success.

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Problems of the French Horn

(Continued from Page 313)

also regulated by lip work, and this is as personal to the individual player as the pianist's touch or the singer's tone. The best explanation of horn tone, perhaps, is that the player must hear, in his mind, the quality he wants and must then, by lip work, produce the tone which corresponds most closely to this mental pattern. The full musical sensitivity of the player is revealed through his tone.

So sensitive are the lips that the least physical or personal disturbance shows at once in the player's lip work. A stomach upset, a dry feeling in the mouth, nervousness, loss of sleep (especially the restful night sleep that is so difficult to make up by day) all are reflected in tonal quality. Consequently, a clean, wholesome, regular life is compulsory for anyone who means to play the horn.

Finger work is of slight importance on the horn. The three valves, manipulated by the fingers, add certain lengths of pipe to the instrument, lowering the range. The normal overtones of the F horn are F, A, C, E-flat, F, G, B. The first valve adds E-flat, the second adds E, and the third D, each with its overtones. All three valves increase the range possibilities by an augmented fourth. Open tone is achieved without any valve action. Many symphonic works are performed with open tone, and arpeggios can be played without using the fingered valves. Thus, the lips are always of first importance. Lip technique can be perfected only at the instrument, never by facial exercises. Individual practice routines are best mapped out by the teacher, but the chief goal is to perfect lip surety and tonal quality.

Vital Importance of Ear Training

Although pitch and tone are produced by the lips, they are regulated by the ear. Hence, the horn player's ear must be especially well trained. One can, and should, accustom one's self to hear music, not in terms of tunes and keys, but in individual intervals. Train yourself to recognize minor thirds, perfect fifths, dominant sevenths, and so on. Further, since the horn is essentially a blending instrument, the player must feel his way, ear-wise, as he plays. He must adjust pitch and volume as he goes along. Although the horn is capable of great *fortissimi* and delicate *pianissimi*, its volume is not an absolute thing; it is calculated in relation to the other instruments. Often, it blends the louder notes of the trombones with the softer notes of the flutes, adjusting to both; and the

adjustment depends upon the player's ear. Tonal volume is regulated by breath control, exactly as in singing, and the proper husbanding of breath, for phrasing, is important. Lilli Lehmann once said that she learned valuable lessons in breath control from observing a horn player. In many operas, the horn gives the singer his tonal cue—but it is the ear of the player that gives the cue to the horn!

In Beethoven's day, horns had devices called crooks, that had to be adjusted by hand in changing from key to key, and the player had to stop to adjust them. The stopped horn had to have the hand inserted in the bell, to adjust tonal scope. Today, with valve control, the player need not work with his hand to change keys, but to correct the intonation.

The horn is a transposing instrument, which means that the notes do not sound as they are written. Thus, the player must first determine the key in which his part is written. A written C for F-horn sounds F; a C for an A-horn sounds A, and so on. A written C for C-horn sounds an octave lower. The reason for this dates from the time when the horn had no valves. It had only the natural tones, or overtones; the composer would in most cases write a piece in C for a horn in C. In the first movement of his "Symphony in G-minor," Mozart uses one B-flat horn and one in G. Modern composers use different horns for their convenience; instead of writing a passage in E, for instance, they write it in C for E-horn. Horn players accustom themselves to transposing, quite as pianists grow used to reading two clefs at one time.

Few people recognize the French horn as a solo instrument, regardless of the fine music that has been written for it by such masters as Mozart, Beethoven, von Weber, Brahms, Tchaikowsky, and Richard Strauss. This is partly due to the inaccessibility of the instrument—horns are seldom used by amateurs as are pianos and violins—and partly to its inherent difficulties. But it offers a most satisfying field to those who investigate its possibilities. As to "a future" in horn playing, one can only cite the old saying about there being plenty of room at the top. While the breaks of inferior horn playing constitute one of the most disagreeable sounds in the world, a first-rate French horn player need have but little worry about an outlet for his powers. He has seldom found himself the victim of an overcrowded market.

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"Vibratitits"

(Continued from Page 312)

the tone of this much abused instrument. The biggest problem in saxophone sections arises from the many methods of vibrato being used—some finger, some jaw, some throat, some stomach.

In the case of the alto and bass clarinets, performers may use a slight vibrato which can be made either by oscillation of the wind, or by slight movement of the jaw or chin, although here again they must exercise musical taste in order to avoid poor tone quality.

One simple rule may be applied to the instruments of the woodwind family: with single reed, place more emphasis on use of chin and less on use of throat; with a double reed, the opposite is true.

When to Use the Vibrato

There are times when the vibrato is in good taste, and other times when it is entirely out of place in the musical scheme. In symphony orchestra it is less practical for wind instruments than in symphonic band. This is because the function of the winds in the orchestra is quite different from their purpose in the band. Very seldom do the brasses receive musical material of a lyric nature in the orchestra, and vibrato needs to be used only in rare instances. The strings carry the melodies, and the cornet is rarely a solo instrument, indicating that the strings may use the vibrato for emotion and intensity, whereas the cornet cannot. In the band the opposite may be the case, because the cornet is so often a solo instrument, and warmth of feeling and color may depend upon the effectiveness of the cornet vibrato.

The use of the vibrato depends, of course, upon the intelligence and general musical tastes of the conductor or performer. For obvious reasons, vibrato should never be used in tuning up. Nor should it be used when dynamics call for decided contrasts, as a change from *pianissimo* to *fortissimo* on a single chord. Musical taste must go far in determining when the vibrato is to be used. A first class trombonist would not use a vibrato when playing a march, or when playing some orchestral music such as *Wotan's Farewell* from Wagner's "Die Walküre." The same trombonist, however, when playing as soloist, or handling an important lyric passage, would use vibrato effectively.

Should vibrato use be continuous? Again the decision is one of musical taste, wherein theory might hold that vibrato is valid only when giving expression and adding beauty. While continuous use of the vibrato by fine string players is justifiable and often necessary, the writer feels that such use should not be carried

over to wind instrument performance. One must recognize that there are differences in tonal qualities, in qualities of vibrato even among the world's best musicians, but for the student the important beginning is that there are certain definable prerequisites for correct vibrato on the various wind instruments. Sometimes the physical characteristics and aptitudes of the student must be taken into consideration, but the general assertions made here about the different instruments hold true.

It is necessary to impress upon the student the fact that the vibrato should never be used as a matter of habit, but only as a medium for adding expression and beauty to tonal qualities, and, further, that the musical content of the composition to be played must determine how the vibrato should be brought into use.

Vibratitits is a widespread failing, but one which we can cure and alleviate by increased attention to the mechanics and purposes of vibrato. It will require time and effort—but it will be time well spent, and effort well rewarded.

Screen Music

(Continued from Page 305)

Mexico's president, Avila Camacho. President Camacho's announcement marked the culmination of several weeks of planning, carried on by officials in Mexico City together with James Roosevelt. "Pot o' Gold" will have its Pan-American premiere during this festival, and the most popular Mexican motion picture stars, as chosen by President Camacho and his advisers, will take part in the four-day celebrations. Official announcement of the Mexican government's participation in the event was released by Don Miguel Aleman, Secretary of State.

"It is with great pleasure," said Secretary Aleman, "that the President of Mexico issues an invitation to the Hollywood cinema industry to attend the Motion Picture Industry Festival in Mexico City, April twelfth to fifteenth.

"The increasing friendship between our two nations cannot but be further cemented by this meeting of the two great cultural industries and by celebrations attendant upon the festivities here.

"We are extremely anxious to display the excellent progress made by the Mexican cinema industry to our Hollywood friends who have been so helpful to us in the past."

"If we can advance propositions both true and new, these are our own by right of discovery; and if we can repeat what is old, more briefly and brightly than others, this also becomes our own, by right of conquest."

—Colton.

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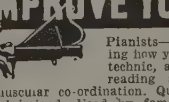


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Our Friends, The Music Critics

(Continued from Page 294)

critics received Wagner's brilliant opera, "Tannhäuser?" But perhaps not everyone is aware of how badly Chopin fared at the hands of German critics. Read what Rellstab in Berlin, and Hanslick in Vienna wrote; their names survive because of the malevolent criticism they poured out on the undying tone-poems of Chopin. A similar fate awaited Liszt when he gave to the world his beautiful "Symphonic Poems." Liszt calmly said: "I can wait."

Can our present-day American music critics boast that they are outside the class of German, French, and English critics just mentioned? Hardly. A few are good musicians, others fairly so, and the rest, comprising the generality of "assistants", frequently wield a colorful pen at the service of colorless knowledge.

For some thirty years Leopold Schmidt was considered the foremost music critic in Germany, really in all Europe. He did me the signal honor of writing for my "Master School of Piano Playing and Virtuosity" the one and only article he ever wrote on music criticism. The opening paragraph, in Book VII, sheds a light on the whole subject.

"When the author of this work honored me with the request for a contribution, he expressed the desire that I discuss the requirements of a concert pianist from the standpoint of the critic.

"The question, 'What must the critic demand of every public performer?' is not a question of a special nature, but embraces the problem of the necessary attributes and preliminary qualifications in general; for the standard of the critic is no other than that of the teacher, his postulate being the sum of all that which is indispensable from a pedagogical, technical, musically-esthetic standpoint.

"The main thing, that which makes for the ultimate decision is, of course, the third point: the art of interpretation. I am not considering the technic, facility, touch or memory of a pianist, all of which are taken for granted as prerequisites for success in public performance. Technical virtuosity in itself has earned fame and admiration for many, still it is rarely the only characteristic, since technical ability, from experience, is always coupled with musical talent. Then, too, it will satisfy only in such compositions where technic is primary, and that is a very limited field. In real music—that is, music as an art of expression—each effect depends upon the inner

musicianship of the performer. . . In addition I expect him to be at one with the composer—to have a sort of intangible inner-relationship with his work, which the audience will feel even though they may not be able to put an exact critical finger upon it.

"Every true work of art contains within it certain requirements for its presentation. We agree that there is a certain Standard, which is unquestioned by the Knowing, the breaking of which would mean arbitrariness. We also agree that within this Standard, there may be a wealth of variations, of interpretative possibilities, such as cannot be found by a strict adherence to the text or to the exact agogic and dynamic indications. And it is just this 'Interpretation' which really makes the playing of an artist interesting. Where must the boundaries be drawn? Where lies the middle path between objective and subjective rendition?

"A too great objectivity seems prosaic and leaves us cold; we not only desire to enjoy the composition, but also the personality of the interpreter. Exaggerated subjectivity meets the remonstrance of presumption and arouses differences of opinions.

"It seems to me that the success of a concertizing artist depends not so much upon what he gives as upon how he gives it. . ."

Leopold Schmidt

Former chief musical editor and music critic of the Berlin (Germany) "Tageblatt", and acknowledged as one of the foremost music critics in Europe.

Most people imagine that the music critic is one who has swallowed a musical dictionary and a thesaurus and rushes from concert hall to concert hall, never giving himself time to recover from musical dyspepsia. Of course, most critics are supposed to write so that the general public can understand them, and this precludes the use of involved technical terms. Nothing is quite so funny to me as the backwoods critic whose vocabulary sputters with musical terms, the real meaning of which he apparently does not comprehend. They make this "bluff" of musical pedantry, but they never fool real musicians.

The modern public relations counsel (who is a press agent in a dress suit) will tell you that the worst thing that can happen to a client is to be forgotten. Evidently they think that any sort of disaster is better than no notice at all, after the manner of the witticism of Will Rogers during prohibition days, when he said, "Prohibition is better than no liquor at all."

One of the first virtuosos of history was Nero, who was convinced that he was the Caruso of his day. He used to caterwaul for hours before

thousands who knew that they would be "purged" if they did not applaud. He used to say, "I don't care how much they hate me as long as they hear me." He did not want critics; he wanted a trembling clique.

Some critics I knew in Europe were absolutely ruthless in their criticisms. Their whole idea seemed to be to make themselves feared. Such brutal criticisms should be curbed; but the moment one does this, the cry of "interfering with free expression" or a "free press" comes up. Possibly the only way in which such critics can be controlled is by public opinion. Unfortunately there are enough people in the great public mass, who actually enjoy seeing others lacerated and wounded, to warrant such critics taking advantage of this trait.

We have read the opinions of flippant and impudent journalistic clubs who, in order to make a smart quip, have stabbed really fine artists in a savage manner. Young artists, however, have to learn to toughen themselves. They must learn to suffer and like it. Therefore, when a critic takes your playing apart, as a bad boy tears the wings from a butterfly, just smile and work and wait with the resolution to make that critic eat his words some day, when your triumph comes. A wise, well-trained critic can "make" a career for a worthy musician, and many have done so.

Even in cases of great artists, who all their colleagues admit are among the towering geniuses of the world, there are insolent critics who assail them. A famous pianistic giant, short of stature but huge in his accomplishments, once played in Hamburg. One critic ripped him to pieces, and the virtuoso wrote an open letter to papers in all parts of the continent. In effect he said, with his accustomed wit, "Critics may be divided into two classes—the good ones and the bad ones. The good ones are those who write well about us, and the bad ones are those who write ill about us. All my life I have struggled to improve myself in every imaginable way. If the critic of the 'Zeitung' will be good enough to appoint a time when I may call upon him, I shall be very happy to have him play all of the compositions I played at my recital and let me know how I may improve upon my program." The result was nothing but a Homeric laugh of ridicule throughout Europe. The critic was crushed.

I believe that it will be both instructive and amusing to scan the following music criticisms which appeared several years ago in the Musical Courier under the caption of "What the Jury Thinks." They are bound to give confidence and courage to the concert-giver and the concert-goer by showing them how utterly one-sided is what they read

the dreaded "morning after." And let no one think such a pitiful showing of the value of some newspaper criticisms was possible twelve years ago but not to-day. It obtains to-day just as well.

Pasquale Sannino (Violin)

December 19th, 1928

"He has a sustained and flowing tone, enriching many exotic measures."—*New York Times*

"He (Sannino) revealed brilliant traits."—*New York American*

"His tone is thin and bleak, and often wide of true pitch."—*New York World*

"Sannino proved himself incompetent."—*New York Herald*

Philadelphia Orchestra,

December 20th, 1929

"We prefer Mr. Szigeti's conception of the Brahms violin concerto, to his treatment of any other."—*New York Times*

"It is not the best suited among works of this type, to Mr. Szigeti's style."—*New York Herald*

Fritz Reiner, December 15th, 1929

Fritz Reiner (conductor) reciprocated the ideas of the soloist. The result was a genuinely symphonic reading."—*New York Times*

"The orchestra's portion of the Brahms concerto was delivered in a ragged, and at times, noisy fashion."—*New York World*

Jascha Heifetz, January 4th, 1929

"That wonderful violinist is a more perfect artist than ever."—*New York Times*

"Heifetz is now simply a commonplace fiddler."—*New York Herald*

"His superb mastery of his instrument and his scholarly musicianship were notably evident in the Beethoven and Brahms selections."—*New York Times*

"The ruthlessness with which he disposed of the Brahms Variations and his slaughter of the Beethoven Sonata. . ."—*New York Journal*

New York Philharmonic Orchestra,

December 15th, 1929

"'Impressions du Midi' are scenes rendered with imagination into musical equivalents."—*New York Evening World*

"The music is the paltriest kind of stuff, such as any second-year student in composition could turn out."—*New York Evening Journal*

New York Symphony Orchestra,

December 15, 1929

"Wagner produced the matchless song, Traume, a thing of imperishable loveliness."—*New York Tribune*

"I always feel just a little part ashamed of this poor ballad stuff quite unworthy."—*New York World*

"Music is not merely a study, it is an entertainment; wherever there is music there is a throng of listeners."—Bryant

THE PIANO ACCORDION

Accordion Teaching Problems

By Pietro Deiro

As Told to Elvera Collins

ACCORDION TEACHERS have asked us to answer some questions regarding problems they have encountered, so let us form a sort of musical clinic to diagnose some of these difficulties.

One question concerns a student who has made rapid progress and has excellent technic, yet fails to articulate tones distinctly. This fault is apparent in all of her playing, whether the passage be difficult or easy, slow or fast.

May we ask the teacher of this student if he has ever watched the student's right hand while she played? It is quite possible that the fault is caused by the manner in which the fingers approach the keys. It matters not whether the tempo is slow or fast, the action of the fingers is always the same. They must strike the keys in a firm, swift movement. The relaxing comes after the key has been struck, not before.

A few words about the mechanical construction of the accordion will show why this is necessary, as the fingers are actually doing more work than is apparent. Each key is connected by rod to a valve, and when the key is depressed the valve automatically opens to permit air from the bellows to pass through the reed and produce the tone. A lazy finger action will not produce a good tone. Our constant plea to accordionists has always been to strive for tonal beauty. Have a clear mental concept of the quality of tone you wish to produce and continually listen while you play, so that you accurately produce that concept.

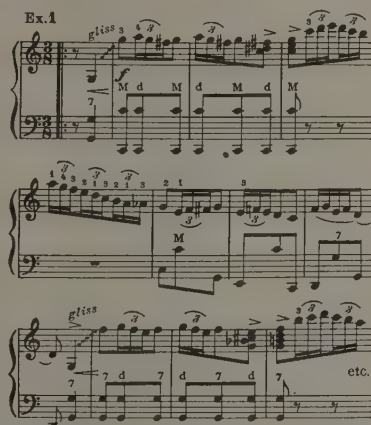
d'Auberge describes this very well in his "Accordionist's Encyclopedia of Musical Knowledge." He says: "When the key is pressed down gradually, the air seeps into the reed and starts a slow vibration which gradually increases into the pitch of the note played. It is like singing a note with the lips closed, and gradually opening the mouth. But when the key is struck firmly, the valve immediately opens entirely and the reed responds with its fullest vibrations, producing a clear, brilliant tone."

The timing of the release of one key and depression of the following one also has much to do with enunciating each tone distinctly, in *legato* playing. If the first key is released too soon, there is a breathing space between that tone and the following one which ruins the *legato* effect. If

the first key is not released soon enough, there is a slight blending of its tone with that of the following key and the second tone cannot sing out distinctly.

There is a slight variance in the action of piano keys on different accordions, since there is a small individual spring under each key. The tension of this spring governs the action of the key; hence each accordionist must strive for the best *legato* effect on his individual instrument.

We have been asked what we suggest for students who have difficulty making positional changes on the keyboard. Obviously, there is only one answer to this question: to assign more study material which requires jumps from one part of the keyboard to another until the player can execute them with ease. The practice of *glissando* passages is likewise helpful along this line. Example 1 shows a few measures from the Bolero, *Arnilla*.



We believe that practice of similar material will be helpful.

One teacher asks if we recommend that the teacher play a selection for a student when he assigns it for the next lesson. There are two schools of thought on this subject. The first says that a student is entitled to hear a selection played as it should be, so that he may be guided in his practice and not repeat mistakes for a whole week. We quite agree with this

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thought, but also believe there is logic in the second school of thought which says that a student will never learn to observe signs for dynamics, tonal shading, and tempo unless he works out his own interpretation. This school contends that he should be given a chance to see what he can do. Why not a happy compromise by alternating the two ideas as soon as a student has received sufficient instruction to enable him to interpret music? One week he may hear the lesson assignment, and the next week he must work it out alone.

Our last question concerns a pianist who has turned accordionist and concentrates on music for his right hand, and persists in not bothering with the left hand and in keeping the bass accompaniment a hackneyed group of basses and chords. Our advice is to awaken the interest of this young man to the possibilities and beauties to be gotten from the bass section of the accordion. Without seeming to make an issue of it, we suggest that lesson assignments occasionally include bass solos for the left hand alone. Example 2 shows a few measures of such material. It is an excerpt from the *Sextette* from "Lucia", arranged for left hand solo.

Ex. 2
Larghetto

Practice of similar material is bound to intrigue the student, and before he realizes it he will be taking more interest in his left hand.

There are many other selections which feature the melody in the bass, with a right hand accompaniment. The accordion arrangement of *To the Evening Star* from "Tannhäuser" carries the melody entirely in the bass.

In closing, we would like to remind accordion teachers that the time is approaching for spring recitals and concerts. Whether the enrollment in an accordion school is large or small, we hope a recital will be given. Hard work? Of course these concerts and recitals are hard work, and often expensive, but conscientious accordion teachers realize that public appearances form an important part of musical education and they also realize that their students should be given the opportunity to play before their parents and friends. The very thought of these recitals is all that many students need for inspiration to pull them along in their spring studies, when there might otherwise be a gradual letting down of enthusiasm after a winter of hard study.

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FRETTED INSTRUMENTS

Luigi Legnani, Guitar Virtuoso and Composer

By George C. Krick

DURING THE LATTER PART of the year 1819 there arrived in Vienna an unknown artist announcing a guitar recital. Up to this time no one had heard of Luigi Legnani, guitar virtuoso from Italy. Curiosity was responsible for a fair sized audience; there were many who some years before had come under the spell of the matchless Mauro Giuliani and with skepticism awaited the performance of this newcomer. To the Viennese a guitar recital was no novelty, and they were ready to be "shown." Legnani's first performance was a smashing success, and the critics were unanimous in their praise of his marvelous technic and beautiful tone. In 1820 and 1821 we find him back in Italy, giving concerts in Ravenna and other Italian cities; he returned to Vienna in 1822, where he gave three concerts repeating his former triumphs.

Fetis, in his "Musical Biographies", mentions Milan as the birthplace of Luigi Legnani; but this has been proven incorrect as, according to birth records later found in Ferrara, this is the city where he was born on November 7th, 1790.

When the boy was nine years of age his family moved to Ravenna, where his musical studies began. His natural musical endowments enabled him to master all of the string instruments in short order, but eventually the guitar became his favorite and on it he bestowed his great talent and industry. Nature had also blessed him with an exceptional tenor voice, and at seventeen he appeared in the theater in Ravenna, singing arias by Cimarosa, Donizetti and Rossini, playing his own accompaniments on the guitar.

In the same theater, and later in Milan, he made his debut as guitar virtuoso with great success which led him to go on to Vienna, the magnet that attracted all the guitarists of that period. After the first of his recitals one of the critics wrote thus: "It seems almost impossible to believe that one could produce the orchestral effects on the guitar as demonstrated by Luigi Legnani in his concert. In his hands the guitar sings, the melody always clearly outlined, and the accompanying parts are perfect in every detail. His technical feats are astounding and surpass anything ever heard here in Vienna, especially the playing of one

of the variations in his Fantasia with the left hand alone."

Legnani's restless nature did not permit him to remain very long in any one place, and in the next ten years we find him giving concerts in Germany, Switzerland, Russia and in France. While in Paris he joined the Guitaristic Circle organized by Ferdinand Sor, which counted among its members such illustrious artists as Carcassi, Aguado, Zani de Ferranti and others.

About 1836 the celebrated violinist, Paganini, invited Legnani to his Villa Gajona near Parma and for several months these two artists worked together, preparing for a joint concert tour, which took them to a number of European cities and ended in 1837 with two concerts in Italy, one in Turin and another in Parma. Needless to say, the compositions presented by these two artists were most difficult and had never been heard before. Among these was a sonata especially written by Paganini for violin and guitar, which was later published in Leipzig. Legnani had always shown great interest in the making of guitars and the improvement of existing models. During his days in Vienna, he offered many suggestions concerning their construction to several leading Viennese guitar makers; and the instruments made according to instructions by Legnani, became quite famous. Very little is known of the later years in the life of the artist. In 1862 he retired to Ravenna, where he lived until his death in 1877.

Like most of the great guitarists of that period, Legnani was practically self-taught. In his early years he received a thorough grounding in harmony, counterpoint and composition, and used the method of Carulli as foundation for his guitar technic. His sound musicianship, however, soon led him to discover new harmonic effects on the instrument, and his compositions proved that here was a master far in advance of many of his contemporaries. In his concerts Legnani presented only his own compositions and arrangements, a custom that seemed to be a favorite with the guitar virtuosos during these early years. More than two hundred and fifty published works from his pen prove him a most prolific composer, and it is to be regretted that many of these are now out of print

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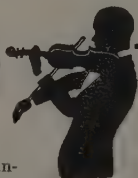
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and can be found only in the musical libraries of Vienna and other cities. Of those still being published are: "Op. 16, Grande Variazioni"; *Op. 19, Fantasia*; "Op. 32, Potpourri and Caprice"; *Op. 34, Grand Capriccio*; *Op. 61, Grand Fantasia*; "Op. 201, Introduction and Variations on a theme from 'Norma'"; "Op. 202, Andante and Allegro from 'William Tell'"; *Op. 204, Rondoletto Scherzoso*; "Op. 224, Introduction, Theme and Variations"; "Thirty-six Short Valses" without opus number. *Scherzo, Opus 10*, consists of a Theme with four

variations and coda, with a notation from the composer that "the four variations are to be played with the left hand alone," which would tax the technic of any accomplished guitarist. "Opus 20", a volume of thirty-six capriccios, is perhaps the best known of his compositions, and should be in the library of every guitarist. This opus includes a series of concert etudes in all keys, and even if Legnani had left to posterity nothing but these thirty-six etudes, his name would be cherished by every lover of the classic guitar.

Men, Women and Song

(Continued from Page 292)

eleven feet, in their silk stockings, and close-cropped heads under shoulder-length tresses—illusory females needed for the play within the play, in other words the New York play within the Yale play.

Presented to a Junior Prom weekend crowd, this first all-undergraduate Yale show since the days of Cole Porter went over with the success of a panzer division—almost literally, too, for part of the scenery fell down at the first matinée. And to this conquest was added, after hurried but painstaking copying of a score written under the influence of midnight namburgers, the hoped-for ASCAP prize.

North Carolina Wins with "One More Spring"

Sanford Stein, who wrote the book and lyrics for "One More Spring," the North Carolina winner, says he and Jack Page and Jim Byrd won the ASCAP money purely by accident. First, they tried only to lighten the gloom of a student-faculty day—one of those distressing occasions when teachers and students are supposed to get sugary and forget all about last term's marks—by writing some decent music for the crowning of the professor king and the co-ed queen. Secondly, when that music went over with success they were asked by the Student Entertainment Committee to put on a full-sized musical comedy, SEC to supply the money. Campus election (apparently akin to elections in Mexico) came along concurrently, and so "One More Spring" was squeezed out during spring vacation and the quiet hours when other people were asleep. Thirdly, just as the score—which looked like something copied off an obelisk—was nearing completion, an ASCAP representative appeared at a drama festival and told the bleary-eyed writers about the contest. By cutting out eating as well as sleeping and thus utilizing all twenty-four of each day's hours, they managed to get some neat copies made for a skid across the home plate. It all just happened.

Then, after winning the award

they could not sleep, either, because they were so worried about the future. Stein and Page—minus Byrd—would be at the University in 1941, and the University would certainly expect Stein and Page to add another laurel wreath to its brow, come 1941. With a sick feeling of "Can we do something bigger and better?" they acknowledged the kudos of an unfeeling campus, scratching around meanwhile in the dead grass of their brains for a green idea. At last they got it. Rhumbas, romance, fifth columnists and a couple of murders on board a ship bound for South America! That ought to do it!

Oklahomans Change Their Minds

It may have been a change of mind that copped the prize for James Emery and Charles Suggs of the University of Oklahoma. They had written one successful college musical together and were casting about for an idea for a second one, when the ASCAP representative came to the campus and told them about the contest. His words electrified them into a quick sorting of possibilities, and before he left town they were filled with resolve and common sense and bent on using events in the life of a well known Oklahoma character, Belle Starr. They even told the representative so, and he approved.

And then, no sooner was his back turned than these renegades went completely off the factual standard and into the realm of fancy. In words and music they spun an imaginative tale about an angel named Mike, who finds life on earth one big mess after another. He encounters an heiress, hence the title *Serenade to an Heiress*, and he proves that he can do anything, from fixing up boggled love affairs to putting the sagging publishing business back on its feet. Just to keep track of his resuscitations and exploits puts a strain on anybody's credulity.

But from *Streptocockeyed*—the play's opening number—to the finale, the college audience roared its approval of all the angel's tomfoolery, and later the judges gave theirs. To Professor Norton of the University

there soon came a telegram from New York which said in part: "... judging committee announces winner to be 'Serenade to an Heiress' by Charley Suggs and James Emery. There were five plays in the competition and I do most enthusiastically congratulate these winners. Please notify them. . . ."

It sounds simple in abridged form, this winning of a prize; but not so simple, of course, in a round-by-round description, especially of the last round. That one found James Emery punching out ink-ball notes enough for a twenty-five piece orchestra, on sheets of ruled paper, and punching them out fast. By working day and night he kept ten people busy copying parts and just made the deadline.

One-Man Award Goes to College of the Pacific

Top honors in the first ASCAP contest go perhaps to the College of the Pacific individualist, Harold Rogers, who played the triple role of playwright, composer and lyricist and won the only one-man award of the competition. Five years ago, this young student decided he would like to write fiction; almost simultaneously he decided he would like to write music. Therefore—he writes musical comedies. He has written three, all of which have been successfully produced at the College of the Pacific. The 1940 prize winner, called "Step'n' High" was produced there and received five performances, three in February and two in March. So favorably impressed were San Francisco critics by its fun and tunes in February that an RKO Pictures representative came from Hollywood for a performance in March. He returned to the film capital with an armload of recordings.

When Rogers heard about the

ASCAP competition, he did some very careful weighing of labor, victory and defeat, and then bought a stack of manuscript paper and cleared a desk for action. It took him a month, working ten hours a day, to get scores and playscripts ready for the judges.

After winning the fellowship (and all the checks!) he went to Hollywood, met the man who wrote *Heigh-ho* for the dwarfs in "Snow White" and some other celebrities, then headed for New York. There, during this past season, he has divided his time between the Juilliard School of Music and the balconies of those fascinating auditoriums on and adjacent to Broadway, in the forties and fifties.

On that famous street of lights and names there aren't many "hits" listed that were written by one man. Noel Coward is, of course, an exception to the rule that collaboration is necessary for musical comedy success in the legitimate theater, but he seems to be the only one-man combination of talents that comes to mind when you try to count such talents on your fingers. Will he be in the near-future? Or has ASCAP unearthed another? And with yearly contests of this sort, what is ASCAP likely to unearth?

We can not give you the answers now; youth in 'teens and early twenties must supply them—later. But it is a safe guess that by 1950 some famous Broadway or Hollywood composer or playwright may be hailed at a tenth reunion with: "Oh, Mr. Blank, may I have your autograph? I'm an ASCAP winner this year, and if only I can do what you've done—" Or at another reunion the request may come to "Oh, Miss Blank—" This ASCAP contest represents yearly opportunity for men, women—and song.

Music on the Ether Waves

(Continued from Page 301)

giving out advice on early planting, and all during April he added new instructions. The month of May will undoubtedly bring forth new advice, and perhaps it will be the kind you've been looking for.

National Music Week on the Air

May 4th to 11th is National Music Week, and among the many celebrations will be a number of special programs on the radio. Since such things are not always planned too far in advance, and since many programs will be arranged at the last minute, we suggest that readers take stock of the week's activities through their daily papers on the morning of the 4th.

April saw the cessation of many fine broadcasts, but in a short time summer schedules will bring us other worth while programs. In the past

few years radio programs during the summer have presented a considerable amount of symphonic music, for summer symphony concerts are popular up and down the land. However, there is no question that many listeners will miss such broadcasts as the Metropolitan Opera matinées on Saturdays; they've been particularly fine this year, with many novelties never before offered on the radio. And the NBC Symphony Orchestra broadcasts under Toscanini have made Saturday night, for many listeners, a date night with their radios. The Summer Symphony will replace the Toscanini programs, but at writing no information is available on this promised broadcast.

The Kostelanetz show, "The Pause That Refreshes on the Air" (sounds more like a drink than a radio program), featuring Albert Spalding,

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the violinist, and noted soloists, remains with us on Sundays (CBS—4:30 to 5:00 P. M., EDST). On May 4th, Kostelanetz will be joined by Gladys Swarthout, mezzosoprano, and on the 18th, by Dorothy Maynor, the colored lyric soprano. The popularity of John Charles Thomas, the American baritone, brings him back as soloist on this show on both May 11th and 25th.

It was a fine gesture on the part of the Columbia Broadcasting System to offer nationwide facilities to aid the Government's drive to recruit and train skilled workers for defense industries. The result is the program, "Jobs for Defense," heard Saturdays from 12:45 to 1:00 P. M., EDST. Eric Sevareid, CBS Washington correspondent, who held a similar news post in Paris before the French capitulation, conducts the programs. Distinguished guests are presented on each broadcast, and these give specific information on employment in different industries each week. Several million new workers are expected to be hired within the next eight or ten months by employers in the defense industries. Unquestionably "Jobs for Defense" is going to assist in helping many of these get placements. Many of the workers will receive basic training, either on the job or in vocational schools of the nation, to equip themselves, and the program will suggest fields of training for the aspirants. For further information turn to "Jobs for Defense." If you know anyone who is eager to share in defense work, tell them about this fine program.

If you are not catching a 5:15 somewhere in the East, it's a good hour to tune into the Columbia Broadcasting network, for at that time one can generally find a half hour of good music on this network. On Mondays, for example, from 5:15 to 5:45 (EDST), the Columbia Concert Orchestra has been giving some nice programs lately; and on Tuesdays there has been "Early String Classics" (4:45 to 5:15) and "Accent on Music" (5:15 to 5:45); on Thursdays, from 5:00 to 5:15, Genevieve Rowe, soprano, has been heard of late in a recital of songs; and the Columbia Concert Orchestra from then onward for another half hour. Again on Fridays the orchestra has been featured at the same time; and later, at 7:30, the Golden Gate Quartet has been giving us some inimitable close harmony. Since these pro-

grams are not broadcast by every station of the Columbia network throughout the country, it will be well to consult your paper to find if any that happen to interest you are available.

New Dramatic Programs

There's an interesting new dramatic series called "Great Moments from Great Plays" (Fridays—9:00 to 9:30 P. M., EDST, CBS). The shows are adapted and directed by Charles Martin, the playwright. The works of such famous dramatists as Eugene O'Neill, George Bernard Shaw, Henrik Ibsen, Robert Sherwood, S. N. Behrman, George S. Kaufman and Moss Hart, are planned for the series. Casts of prominent actors are enlisted for each show, and Ray Block's orchestra of twenty-one pieces, one of the largest units to be regularly heard on a dramatic show, provides a musical background that is used as an integral part of the drama to produce effects usually accomplished through dialogue or the use of sound effects. Charles Martin, the producer, studied under Eva Le Gallienne, appearing in her company in New York in such plays as "Romeo and Juliet," "Camille," and "The Green Cockatoo." After leaving Miss Le Gallienne, he became a radio writer and director. He directed such broadcast series as "The World in Review," "Five Star Final," "Criminal Court," "The March of Time" and "Johnny Presents." "Great Moments from Great Plays" replaced "Johnny Presents" around the end of March.

Bob Emery's "Rainbow House" Children's Hour on Saturdays (Mutual—10:30 to 11:00 A. M., EDST) has been giving over fifteen minutes of the indicated time period of late to the expression of the experiences, the reactions, the ideas and the hopes of refugee children from many countries. The children are asked to voice their suggestions for the kind of world they hope to live in after the war is over, and to tell also about their reaction to their new environment. They also broadcast messages to their parents overseas, for the programs are heard not only from coast to coast but also overseas through the facilities of the American short-wave station. There is an enormous amount of human interest crowded into that fifteen minutes given over to refugee children. And it makes us feel how great and how small the world is, after all.

Suggestions for the Singer

(Continued from Page 306)

shoulders should be high and back, with an eye to freedom and relaxation (relaxation not to be confused with an attitude of collapse). When this "up" position is maintained the body weight is taken off the feet. A sagging body or torso throws a heavy weight onto the feet, destroys the

freedom of the leg movement and creates an utter lack of "the buoyant, springing step." The stomach muscles, too, must be held high and firm; for lazy stomach muscles quickly weaken, to assume a "sickening slump." An alert mind and correct posture mean much to the singer.

Musical Romance in Chile

(Continued from Page 316)

with great success and marked a red letter day for American music.

The bands of the Chilean army are famed all over South America for their discipline and excellent musical training. They are under the general supervision of Juan Casanova Vicuña, who also appears frequently and successfully as a symphony conductor.

Some Leading Composers

As to the Chilean composers, they are well advanced in their task of bringing to their fatherland high distinction. While some of them are home taught and sometimes even self-taught, others have studied abroad. Few have escaped the lure of a stay in the "City of Light" in order to assimilate the discoveries and the atmosphere of the modern French school.

Enrique Soro, dean of Chilean music and author of symphonies, songs and piano pieces, some of which were published in New York, was graduated from the Milan conservatory. He represents the conservative tendencies, as does Humberto Allende, composer of much excellent chamber music and of three "Tonadas" for orchestra, rich in native flavor, which were applauded at the *Concerts Straram* in Paris.

In Prospero Bisquertt, we find a rare example of what intuitive technique can accomplish, when coupled with genuine creative gifts. Bisquertt

is an autodidact and an individualist; if he ever followed counsel, it was Debussy's own "listen to the advice of no one." Nevertheless, such symphonic poems as *Tavern at Dawn* or *Destiny* (I included the latter on one of my programs) are solid works, worthy of performance by any European or American orchestra.

Domingo Santa Cruz, dean of the Fine Arts faculty, represents a still more advanced tendency. His technic is akin to that of Stravinsky or Schönberg (Shān'-berkh), and dissonance is as natural to him as air and water are to nature; but his music has great dynamic forcefulness, and through it all one feels an intense pulsation of life. With similar leanings, although different in their realization, is Acario Cotapos, the ultramodernist, the Edgar Varèse of Chile. Cotapos is a picturesque character; short, stout, extremely cordial, he usually wears a beret basque which adds to the originality of his silhouette. It is rumored that at one time he was appointed captain in the Spanish militia. But this seems hardly possible, since there is nothing martial in this jovial little man who is somewhat reminiscent of a debonair *Sancho Panza*. In his music, unmistakably personal, one finds harmonic sequences and instrumental effects never heard before.

There is in Santiago a National Conservatory; its policy follows the

(Continued on Page 360)

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The Junior Etude

Edited by
ELIZABETH A. GEST

The Magic Number Seven

By Gertrude Greenhalgh Walker

There are SEVEN letters used in the major scale, A B C D E F G. There are SEVEN letters used in the minor scale, A B C D E F G. There are SEVEN note values, whole, half, quarter, eighth, sixteenth, thirty-second and sixty-fourth.



There are SEVEN rest values to

Learning to Play

By Stella Whitson-Holmes

Ten very small fingers went over to play on a lovely piano, just over the way. Said the teacher to John, "Now, look you to this, keep your mind on the music, and nothing you'll miss. Now, curve thus your fingers, first joints bulging out; sit quietly now, and stop bobbing about. Now, play your C gently, relax right away; what need to be stiff, or keep pounding away? Just relax and rest easy, the note will stay down; why tire out for nothing?" said kind Mrs. Brown.

Said John to his teacher, "my elbow stays down, my thumb is curved nicely, my hand is cupped round; but what is the use to bother with such? I can play just the same; does it matter so much?"

"Now John," said the teacher, "you're learning to play, so do it correctly, and just as I say. To bring up a technic takes patience and will; all things worth the doing are worth doing well. No really good playing can ever be done, with every bad habit found under the sun. Please do as I say; work you well from the start; in time you will master this glorious art."

correspond with the note values. There are SEVEN sharps, A-sharp, E-sharp, B-sharp, F-sharp, C-sharp, G-sharp, D-sharp.

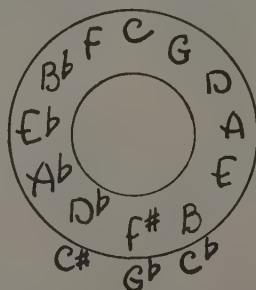
There are SEVEN flats, A-flat, D-flat, G-flat, C-flat, F-flat, B-flat E-flat.

There are SEVEN names of scale degrees or triads: Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Leading-tone.

There are SEVEN degrees of dynamic shading, ppp, pp, p, mp (or mf), f, ff, fff.

Why not put on this little Scale Game at your June recital, to vary the monotony of pieces and to show your parents how well you know your scales? You could prepare for it during the month of May.

Fifteen players are needed, one to represent each scale; twelve will take



hands in a circle; the other three will stand directly behind, in line with the enharmonic scales which they represent.

Bob and the Indians

(Playlet)

By Ernestine and Florence Horvath

CHARACTERS AND COSTUMES:

BOB, an ordinary boy studying music.
LITTLE ELK, an Indian boy in full regalia.

FIVE INDIAN BOYS, less handsomely dressed.

PROPERTIES:

Large picture frame, large enough to step through. May be a door frame. Curtain hangs in front of it.

Scene: Interior of room, with a piano.

BOB enters with his music books.

BOB: Well, here I go to practice again. Wish I were out playing Indian with the other boys. (*Plays scale, pauses.*) I wonder why Aunt Emmy put that curtain there. I never saw it before. (*Goes over to curtain, pushes it aside and sees picture of Indian in frame. This should be a tableau posed by Little Elk.*) Well, I declare! A picture of an Indian, just as I was thinking about playing Indian. Well, if I don't hurry up and practice, I'll never get out to play! (*Repeats scale, starts something else. Soon tom-tom is heard, and Little Elk stands before Bob, having stepped out of the frame.*)

LITTLE ELK: How! How! (*Lifting right hand in salute.*)

BOB: An Indian!

LITTLE ELK: My name—Little Elk. Yours—Boy-Who-Dislikes-Practice!

BOB: No. My name is Bob!

LITTLE ELK: *Should be Boy-Who-Dislikes-Practice, then!* You make poor Indian. Indian boys had music lessons before Columbus discovered America!

BOB: *Music lessons?* Indian boys?

LITTLE ELK: Yes. (*Claps hands. Curtain moves. Enter other Indians. Stand with arms folded.*) Tell Boy-Who-Dislikes-Practice of music lessons.

FIRST INDIAN: Indians loved music. They even had a "Council of Music," centuries ago, to encourage this art.

SECOND INDIAN: Next to the chief in importance were the main music-makers of the tribe.

THIRD INDIAN: Every boy had to learn the songs of his tribe. There were many songs: the rain song, the grass song, the elk song, the corn song, the buffalo song, the harvest song—I could go on and on! The boys had to take lessons from the older folk of the tribe, until they knew each song, and every occasion on which it should be used. They had to recognize each melody at once—and not confuse them.



ISH-TI-OPI

A Chocktaw Indian singer

FOURTH INDIAN: Boys who became medicine men had to compose songs. Each medicine man had to contribute a new song to the tribe.

FIFTH INDIAN: Indian musicians played drums, flutes and rattles, correctly! They did not thump a drum just any which way, but had to use the proper position and technic. To make a mistake in the singing or playing of a song was a disgrace!

LITTLE ELK: You see, Boy-Who-Dislikes-Practice, Indians studied music! Had many, many things to learn. Their music was worked into compositions by your composers.

(Continued on next page)

Scales for the June Recital

By Janet Nichols

At the opening the entire group will recite together:

"We are the scales through the circle of fifths,
With the sharps and the flats in our keys;
One at a time we'll recite them to you,
And we hope our performance will please."

Each player, in turn, will recite his own scale and give its signature, then go to the keyboard and play the scale and return to the circle.

At the conclusion the entire group will recite together:

"We are the scales with the sharps and the flats,
And we hope you'll remember each one;
Scales are important in music, you know,
And learning them well is much fun."

Bob and the Indians—Con't

FIRST INDIAN: Charles Wakefield Cadman used an Omaha melody in *From the Land of the Sky-Blue Water*. (Plays.)

SECOND INDIAN: Thurlow Lieurance used an Indian melody in *By the Waters of Minnetonka*. (Plays all, or part.)

THIRD INDIAN: MacDowell used many Indian melodies in "Indian Suite." A shorter work is "From an Indian Lodge." (Plays the latter.)

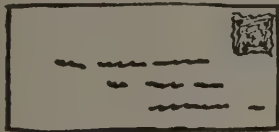
FOURTH INDIAN: Frederick Burton collected Indian songs. I shall play one of his songs. (Plays.)

FIFTH INDIAN: Many other composers used Indian themes in compositions long and short—Anton Dvořák, Francesco de Leone, Charles Skilton! Almost all of Arthur Farwell's piano pieces are based on Indian

songs. (Plays a selection by Arthur Farwell.)

LITTLE ELK: Indians gave much to music. Practiced it, composed it, played it. Made melodies your composers loved and used—and you will learn to play! I change your name, now. It is Boy-With-the-Singing-Hands! (Waves. All go.)

BOB: Boy-With-the-Singing-Hands. That makes me want to play well. It makes me want to play as well as—as an Indian, without one single mistake! (Goes to piano, suddenly.) Now I understand why Aunt Emmy put that picture here! It will remind me, next time I want to play Indian, that "Indian" and "music" do go together! (Plays as curtain falls.)



DEAR JUNIOR ETUDE:
I am sending a picture of our little rhythm orchestra. We had an operetta and we sold our tickets at fifty cents. Our teacher, who is my mother, gave each of us an envelope with one ticket in it. If we sold all of our tickets, we could invite a child for our special guest. Besides the play, we had some poems, dances, songs, and two orchestra numbers. We also had some pieces played on the saw. We got fifty dollars from the performance. We are using the money to buy books for the school library.

From your friend,
THOMAS GLENN ROBERTS,
Box 1311,
Trujillo City,
Dominican Republic.

Honorable Mention for February Triangle Puzzle:

Robert Eugene Frankfurt; Dorothy Morg; Gary E. Long; Anna Belle Mudock; Frieda Iowell; Bettina Pettingrew; Audrey Thomas; Jeanne M. Dmohowski; Doris Kauff; Louise ttinger; Margaret Mary O'Connell; Conway empers; Louis Bonelli; Sydney May; Mary cephine Clarke; Andrew Wellman; Ilsa chHugh; Evelyn Masters; Maxwell Wessen-rown; Catherine Arnold; John Downs; Isael Hoenstein; Lillian Patterson; Jeanette ollman; Marilyn Johnson; Louis Elmer rlight; Annabel Morrison; Roberta Huff; lorence Gaynor; Bertha McPhane.

Prize Winners for February Triangle Puzzle:

Class A, Marie Stone (Age 15), Kansas.
Class B, Vincent Scalco (Age 11), New York.
Class C, Marjorie Ann Pettit, District of Columbia.



Juniors of Philadelphia, Pennsylvania

Is it More Fun to Listen or to Perform?

(Prize winner in Class B)

This is a difficult question to answer. It is fun to listen, because we may hear the music played by other people; it gives us an idea as to how the music should sound when played delightfully; when we listen to a good player we can hear and feel what the composer thought and felt when he composed the piece. It makes us feel something not expressed in words.

It is fun to perform, because then you make other people happy and it gives them enjoyment, just as it gives the player enjoyment to listen when someone else is performing. When performing, we try to make our audience feel what the composer wanted them to feel when his piece was played.

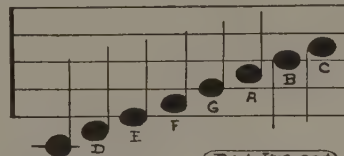
I hope that I can sometime make people feel as I feel when I hear a very fine pianist playing, and I hope to give my audience this feeling by playing beautiful music for them.

Dorothy Morlok (Age 12),
New York

Musical Alphabet Puzzle

By Harvey Peake

How many words can you spell from the scale in the picture? All words must be of four or more letters; words of less than four letters



I've got one
I'll never get
if you try all day



But I've got
more than you
have, and
better ones too.

My Mother Makes Music

Came for Mother's Day

By Aletha M. Bonner

My Mother Makes Music

On oboes, organs, ocarinas, and so on.

T — —
H — —
E — —
R — —

Each player must mention one or more instruments beginning with the initials above. Players drop out when they miss, and the one remaining longest in the game is the winner.

THE JUNIOR ETUDE will award three worth while prizes each month for the most interesting and original stories or essays on a given subject, and for correct answers to puzzles. Contest is open to all boys and girls under eighteen years of age, whether a Junior Club member or not. Contestants are grouped according to age as follows:

Junior Etude Contest

will not be counted.

The longest and neatest lists will be the prize winning ones.

Class A, fifteen to eighteen years of age; Class B, twelve to fifteen; Class C, under twelve years. Names of all of the prize winners, together with their contributions, will

appear on this page in a future issue of THE ETUDE. The thirty next best contributors will be given a rating of honorable mention.

SUBJECT FOR THIS MONTH

"Is it more fun to sing or to play an instrument?"

All entries must be received at the Junior Etude Office, 1712 Chestnut Street, Philadelphia, Pa., not later than May 22nd. Winners will appear in the August issue.

CONTEST RULES

- Contributions must contain not over one hundred and fifty words.
- Name, age and class (A, B, or C) must appear in upper left corner and your address in the upper right corner of your paper. If you need more than one sheet of paper, be sure to do this on each sheet.
- Write on one side of paper only and do not use a typewriter.
- Do not have anyone copy your work for you.
- Clubs or schools are requested to hold a preliminary contest and to submit not more than six entries (two for each class).
- Entries which do not meet these requirements will not be eligible for prizes.

Answers to Musical Triangle Puzzle:

G
r-U-n
tr-I-ad
flu-T-ist
barc-A-role
maste-R-piece



MUSIC MAKERS CLUB
Bakersfield, California

Is it More Fun to Listen or to Perform?

(Prize winner in Class A)

My answer to this question is that it is more fun to perform than to listen. I have been playing the piano for seven years, the piano-accordeon for two years and a sousaphone for one year, and in these years I have performed before the public many times, including piano recitals, orchestra and band concerts, and in a few amateur programs. I enjoy playing in bands and orchestras, but I would rather take part in a recital. My reason for this is: that after you have performed and have put forth your best efforts, there is an inexpressible feeling inside you that makes you feel a little proud. This is only human nature, and everything would seem worthless without it. I enjoy working on a piece to get it as perfect as possible; and then the criticisms I get, whether good or bad, help me in preparing for the next time.

Max W. Duncan (Age 15),
Indiana

Honorable Mention for February Essays:

Louise Castagna; Anne Marie Thomas; Adele McDaniel; Betty Alice Stone; Dorothy Burrows; Robert Eugene Frankfurt; Velma Joan Morrill; Enid June Yampol; Dorothy Gierse; Zyla Faye Mason; Jane Marie Vahlkamp; Mary Louise Stukert; David Keith Baker; Doris E. Wall; Rogene Trout; Anne Louise Sherer; Martha La Marche; Nancy Ann Ward; Jeanne M. Dmohowski; Joan Moyer; Joyce Brown; William Dennis; Anne Brewer; Judith MacIntosh; Mary Elizabeth Long; Beatrice Kamintetzky; Allen Mawson; Eleanor Trapman; Nelbert Ward; Edith Brooks.

Is it More Fun to Listen or to Perform?

(Prize winner in Class C)

"Shall we turn on the radio and listen to some good music?" asked Mother.

"No," I replied, "let's try this duet, instead."

So mother and I worked on the duet, and to me that was much more fun than listening to music on the radio. I get lots more pleasure playing myself than listening to others play. Of course, I enjoy hearing great musicians play, too, but playing yourself is more fun. I think that true artists get more pleasure from producing a work of art than seeing or hearing others. At a recital I can hardly wait my turn because I want to show the people how I think the composer wanted his piece played.

Of course there must be listeners, too, but I want to be a doer, and I am very happy when I can play a piece well for my friends.

Robert Logan (Age 10),
Colorado

THE COVER FOR THIS MONTH—The photograph used for the cover of this issue seemed to be a happy find for the cover of *THE ETUDE MUSIC MAGAZINE* for the month of May, when so many are beginning to turn to the joys of the great outdoors. This photo is a release of the Acme Roto Service and it might well be entitled "A Woodland Idyll."

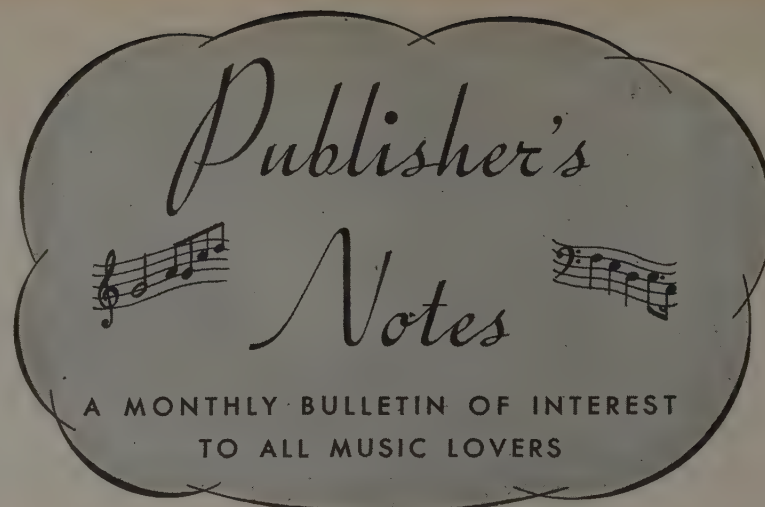
This scene has had its counterpart in a number of music camps which have been established and conducted very successfully during the past two decades. In various parts of the country American young people have had unusual music opportunities given them in these summer music camps, the majority of which camps have specialized in bands and orchestras and the instruments of these ensembles.

This picture of Miss Helen Loughran of New Rochelle, New York, was taken at the Ernest Williams' Music Camp at Saugerties, New York. America is rich in summer music study opportunities and in the major cities the leading schools and colleges of music have their announcements about, telling of the special courses under noted teachers which they have to offer.

SUMMER MUSIC STUDY PLANS—It would be a great thing to be able to gather all music teachers and all music students together as one large audience and have some of the most successful teachers and some of the most earnest and sincere students of music tell just what their summer music study activities in past years have meant to them.

The publishers of *THE ETUDE MUSIC MAGAZINE* have been able to note many of the things that have been accomplished in summer music study in past years, and it is nothing less than amazing how many music students have added to their musicianship by self-study after the music schools and music studios where they were studying closed for the summer, how many studios and music schools did not close for the summer but kept open to offer special study advantages that were embraced by thousands and thousands of music students in the summer months, how many music teachers themselves attended special summer master classes in music, and how many teachers took advantage of available time during the summer to improve their own musicianship. When so much can be accomplished by continued summer music study, it does seem desirable that every music teacher and music student make some plans now to make profitable use of some of the extra time available to them during the summer days.

Every music teacher who gives the lovers of music in his or her community opportunities for taking up special summer music courses is contributing in a worthwhile manner to the progress of music in America. It is an easy matter for a teacher to conduct summer classes in music history with such a textbook as *Standard History of Music* (Cooke) (\$1.50), or to conduct a beginner's harmony course with *Harmony Book for Beginners* (Orem) (\$1.25), or with advanced students to conduct repertoire classes with such a volume as *Master Pieces with Master Lessons* (\$1.00), or to specialize in classes for little children with such first piano study aids as *Kindergarten Class Book* (Richter) (\$1.00), *Music Play for Every Day* (\$1.25), "*Middle C*" *Kindergarten Book* (Billbro) (75c), *Folk Songs and Famous Pictures* (Mason)



(\$1.00), etc., or for young juveniles who ought to know more about composers and music history to utilize such books as those in the series of *Child's Own Book* (Tapper) (20c each book), and *Young Folks' Picture History of Music* (Cooke) (\$1.00).

Do not let the summer months be profitless when such undertakings may be carried through to your satisfaction, pleasure, and benefit.

poser busts, composer plaques, composer portraits, musical pictures, leather music satchels, etc. Parents, relatives, or friends of graduating music students have a wide choice of items from which to choose a graduation gift. Besides such things as music satchels, composer portraits, and musical pictures, there are a number of musical literature volumes that may be utilized. There is for instance *Musical Travelogues* (Cooke)

Advance of Publication Offers

MAY 1941

All of the books in this list are in preparation for publication. The low Advance Offer Cash Prices apply only to orders placed NOW. Delivery (postpaid) will be made when the books are published. Paragraphs describing each publication follow on these pages.

Child's Own Book—Sousa.....Tapper	.10	My Piano Book.....Richter	.25
Concert Transcriptions of Favorite Hymns—Piano.....Kohlmann	.40	Once-Upon-a-Time Stories of the Great Masters—Easy Piano Collection.....Robinson	.40
Games and Dances—For Exercise and Recreation.....Stecher and Mueller	2.00	Solovox Album.....Finke, Jr.	.50
Lawrence Keating's Junior Choir Book.....	2.25	Symphonic Skeleton Scores—Katzner	
Let's Stay Well—Children's Songs, Borie and Richter	.50	No. 5—Symphony in B Minor (Unfinished).....Schubert	.25
		No. 6—Symphony in G Minor.....Mozart	.25

IS THERE A MUSIC STUDENT FOR WHOM YOU WANT A GRADUATION GIFT OR AWARD?

At this season of the year music teachers and music schools begin preparing certificates, diplomas, and other awards for their graduating music students. The Theodore Presser Co. has a special catalog of certificate and diploma forms, and any member of the teaching profession desiring a copy of this catalog entitled "The Music Teachers Hand Book" may have it for the asking.

This catalog also lists a number of other items which are suitable for special awards and prizes. These items include gold and silver medals, various special musical jewelry novelties, com-

(\$3.00), *Musical Progress* (Finck) (\$2.00), *Great Pianists on Piano Playing* (Cooke) (\$2.25), *Great Singers on the Art of Singing* (Cooke) (\$2.25), *American Opera and Its Composers* (Hipsher) (\$3.50), *Why We Love Music* (Seashore) (\$1.50), *Epochs in Musical Progress* (Hamilton) (\$1.50), *Essentials in Conducting* (Gehrken) (\$1.75), *From Song to Symphony* (Mason) (\$1.50), *Masters of the Symphony* (Goetschius) (\$2.00), *Music Appreciation* (Hamilton) (\$2.50), and *Piano Playing With Piano Questions Answered* (Hofmann) (\$2.00).

There also are many piano albums and song albums that are ideal for a congratulation gift to the graduating music students. There are such albums as *Piano Classics* (\$1.00), *Celebrated Compositions by Famous Composers* (\$1.00), *Celebrated Recital Songs* (Bispham) (\$2.00), and every one of the splendid albums in the *Musicians Library Series*, which includes many of the best albums of piano music and albums of songs published, is ideal for gift purposes. The catalog of the *Musicians Library* we will send to anyone cheerfully on request. For youngsters coming to the end of their first or second

season of music study, as well as for students ending a season of intermediate grade music study, there are many piano albums containing music such student will enjoy, and any one of those will be sure to delight the younger music student, and incidentally it will provide recreation material to help hold up the interest in music throughout the summer months.

LET'S STAY WELL!—*Songs of Good Health for School and Home*, by Lysbeth Boy Borie and Ada Richter—In this book clever author of poems written in a style that young Americans enjoy, and a composer who has demonstrated through many successful works her unusual gift for writing singable melodies that captivate young singers, have joined their talents in producing a collection of children's songs that teachers and parents will find most beneficial to the children who have the opportunity to learn them and sing them. The title of the book indicates the health habit ideas behind these 14 songs. Supplementing the attractive, useful, and entertaining texts and music, are pictures throughout this book providing that added appeal to the eye and imagination which means so much to the juvenile.

Remember it is only during the advance of publication period that an order for a single copy may be placed at the reduced advance of publication cash price of 50 cents. This is a postpaid price and those who place orders now will have the book delivered to them without further charge as soon as it is published.

ONCE-UPON-A-TIME STORIES OF THE GREAT MUSIC MASTERS, *For Young Pianists*, by Grace Elizabeth Robinson—The student will recognize in the title of this book the familiar wording which has prefaced so many fascinating tales of wonder and adventure.

Together with the stories, which have been written in simple and juvenile style, will be found favorite melodies from the masters, arranged to meet the requirements of pupils in grades 1 to 1½. These selections from the masters include some of the lesser known examples from songs, sonatas, symphonies, and the opera. The contents will contain approximately thirty-six selections from master composers such as Beethoven, Handel, Bach, Mozart, Haydn, Schubert, Mendelssohn, Chopin, Schumann, Brahms, Wagner, and Verdi. Each story will be supplemented by attractive and characteristic pictures of the various composers.

There is still time during the current month to place orders for single copies of this publication at the special advance of publication price of 40 cents a copy postpaid.

GAMES AND DANCES, *For Exercise and Recreation*, by William A. Stecher and Grover W. Mueller—The summer months will soon be with us, camps for boys and girls will be filled with active, enthusiastic young people, and the city playgrounds will be teeming with bright, expectant children seeking recreation and entertainment. Experienced camp directors and playground supervisors will know the problem of providing game and exhibition material for their charge. And, even they will welcome this comprehensive volume with its hundreds of



pages chock-full of helpful suggestions. For the beginning teacher it is almost indispensable.

Probably the best description of this book's merits in the brief space here allotted is the listing of a few chapter headings: Activities for Children 6 to 9 Years of Age; (there are 7 additional chapters devoted to activities for older children); Selected Athletic, Flag, March and Other Numbers; Dances; Suggestions for Coaching Track and Field Events; Competitive Mass Athletics; Achievement Standards and Athletic Ability Tests; Quiet Games; A Selected Bibliography of Sports; and A Pageant: *The Revival of the Play Spirit in America*. Full directions for performance accompany the latter.

It will be seen from the above paragraph that this also will be a valuable text book in colleges having courses in physical education and leadership. A feature that will appeal to many is that the music score is printed for games or dances that require musical accompaniment.

The co-authors of this book write from a background of actual experience as consultants, teachers, supervisors and administrative directors and their work soon will become a recognized authority. Every endeavor is being made to have this volume ready in ample time for the summer playground and camping season, and we hope before many weeks have passed to have copies in the hands of advance subscribers. However, there still is time to order a copy this month at the special advance of publication cash price, \$2.00, postpaid.

MY PIANO BOOK, by Ada Richter—Pride of possession is instinctive with children and those piano beginners who have just completed the customary first book for pupils in the kindergarten age will like this book for the title that identifies it as their very own, and as they have its music contents assigned to them for lessons they will like it all the more because of the melodies it will help them to produce with their own fingers, and because they somehow will sense that each page is helping them to be able to do more things on the piano keyboard.

The creator of this book prepared it especially to meet the need for material that would carry the kindergarten-age student more smoothly from kindergarten preparatory type of book into the larger first instructor or usual run of first grade materials for piano pupils. One of the features of the book is the use of familiar melodies which enable the little pupils to learn to play rhythmic patterns necessary to first progress in the elementary stages. Another feature is the benefits of attractive original pieces tying up with the important holidays of the year. Space is devoted to a little musical dictionary covering all the musical terms and symbols used in the book, and there also is a quiz giving the young pupils a chance to be doubly sure of knowing all the music fundamentals met in the lessons and experiences provided by this excellent elementary piano book.

While this work is in preparation a single copy may be ordered at the low advance of publication price of 25 cents, postpaid.

SOLOVOX ALBUM, *Compiled and Arranged by John Finke, Jr.*—With the recent introduction of the Hammond Solovox to the musical public of this country and the immediate success which it has scored, there has arisen a demand for a volume of music especially arranged for this instrument, with registration suggestions which will be of help to the player in utilizing its tonal possibilities to the full. It is to meet this demand that we



have published this collection of special transcriptions of the world's best loved melodies.

The Solovox is, in a sense, a new musical instrument, but perhaps it may best be described as a new accessory for the piano. It is a small, three octave keyboard which is attached to the piano. The melody is played with the right hand on the Solovox, with any one of the many beautiful sustained tones which the instrument is capable of producing. The left hand plays the bass and accompanying chords on the piano. With the almost limitless combinations of this instrument, it is possible to reproduce tones ranging through many voices, as of flutes, brasses, strings, and reeds.

The compiler and arranger of this volume, Mr. John Finke, Jr., has made a special study of the Solovox and is eminently qualified to make arrangements and write music for it. For two seasons, Mr. Finke played the Hammond Novachord in the world's first electronic orchestra, conducted by Ferde Grofé, serving also as assistant conductor. In arranging the music of this collection, he has drawn upon this experience and gives complete registration suggestions for the most suitable performance of each arrangement included.

A glance at the contents reveals such favorite compositions as *Evening Prayer* by Humperdinck, *Viennese Refrain*, Ravel's popular *Pavane*, *Melody of Love* by Engelmann, *Salute to the Colors* by Anthony, Chaminade's *Autumn*, *Dance of the Rosebuds* by Keats, and a choice selection of folk songs and instrumental favorites, more than thirty numbers in all.

The Solovox is indeed making piano music and piano practice a new delight to children and adults as well, and this volume will be most welcome to those homes fortunate enough to own one of these instruments. The *Solovox Album* will be released during the current month and copies may now be ordered at the special introductory price of 50 cents, postpaid. No sales will be made outside of the U. S. and Its Possessions.

CHANGES OF ADDRESS—When changing your address, advise us at least four weeks in advance giving both old and new addresses. This will insure against copies going astray.

SYMPHONIC SKELETON SCORES—A *Listener's Guide for Radio and Concert*, by Violet Katzner

No. 5—Symphony in B Minor (Unfinished)Schubert

No. 6—Symphony in G Minor....Mozart

Readers of these columns will remember this important new series, which was begun last year with four symphonies, as follows:

No. 1—Symphony No. 5 in C Minor
Beethoven

No. 2—Symphony No. 6 in B Minor
Tschaikowsky

No. 3—Symphony in D Minor....Franck

No. 4—Symphony No. 1 in C Minor
Brahms

It has been the purpose of the author to bring to millions of music lovers an understanding and enjoyment of the great symphonies through a simple melodic plan of analysis. To accomplish this, Miss Katzner has isolated the unbroken melodies of the great symphonies and presents them in an easy-to-follow form, with just enough analysis to differentiate the themes without losing sight of the compositions as a whole. The instrument carrying the melody is clearly indicated, so that the reader may follow the melodic "conversation" as it is tossed back and forth between the different instruments.

So great has been the success of the first four books published in this series, and so favorable the response, that we are pleased to announce the addition of two more symphonies in the series: Schubert's "Unfinished" Symphony in B Minor and Mozart's Symphony in G Minor. Both of these great orchestral works are favorites with concert and radio audiences, and are available in the fine recordings at low prices which are currently so popular.

The list price of the four books already published is 35 cents each. A single reference copy of each of the two new books listed above may now be ordered at the low advance of publication cash price of 25 cents each, postpaid.

CONCERT TRANSCRIPTIONS OF FAVORITE HYMNS, *For Piano*, by Clarence Kohlmann—A review of music from the time of Palestrina to the present day would reveal, from period to period, new departures from previous musical modes and styles.

Some types of musical composition have attained a certain popularity, perhaps for a decade or so, and have then been subject to a gradual decline in public favor. One notable exception to this is found in the music of hymn writers whose inspirations not only have endured but have increased in favor with music lovers down through the years. Some of these imperishable melodies have survived because they have so completely expressed the sentiments of solace, faith, courage, and other emotions of Christian endeavor.

This volume of twenty well loved hymns will include favorites such as *Sun of My Soul*; *Sweet Hour of Prayer*; *Onward, Christian Soldiers*; *I Love to Tell the Story*; *Stand Up, Stand Up for Jesus*; *I Need Thee Every Hour*; *What a Friend We Have in Jesus*; *Day is Dying in the West*; *Just As I Am*; and *All Hail the Power of Jesus' Name*.

Clarence Kohlmann, the official organist of the Ocean Grove Auditorium, has arranged the various hymns in this

album with due regard to their adaptability for ornate passage treatment, but at the same time has kept them within the grasp of the third and fourth grade student.

Each number will be completely edited with all fingering, dynamic markings, and pedaling fully indicated.

Orders for this volume may be placed in advance of publication at the special cash price of 40 cents, postpaid, per single copy. Due to copyright restrictions, the sale of this book is limited to the U. S. A. and Its Possessions.

CHILD'S OWN BOOK OF GREAT MUSICIANS—SOUSA, by Thomas Tapper—

Prompted by the favorable response accorded recent new additions to this

biographical booklet series, which have included Edward MacDowell, Ethelbert Nevin, and Stephen Collins Foster, we are pleased to announce still another booklet, devoted to the life of John Philip Sousa.

In telling this story of an American boy who be-

came known the world over as "The March King," Dr. Tapper recounts the many and varied activities in the life of this busy musician who wrote books; composed such famous marches as *The Stars and Stripes Forever*, *King Cotton*, *Liberty Bell*, *El Capitan*, and *Washington Post*; and founded a band which toured the world.

Like the previously issued booklets in the series, the Sousa booklet employs unbound pages with "cut-out" pictures, blank pages for writing the student's version of the story, a heavy paper cover, and needle and silk cord for binding.

The list price of those booklets that have been published is 20 cents each. While the Sousa booklet is in preparation, orders for single copies only may be placed at the special advance of publication cash price, 10 cents, postpaid.

LAWRENCE KEATING'S JUNIOR CHOIR BOOK—A "long-felt want" is the best

phrase that describes this new book. Of late years there has been such a large and steady growth of juvenile choir singing that it has been difficult to find sufficient and proper music to meet the demand. A dozen or more standard collections of church choir music would hardly contain enough selections of the proper kind and arrangement to be of practical or permanent worth.

In this *Junior Choir Book* are found about forty choice selections of varied character, all arranged in easy two-part form with the voice range carefully suited to juvenile singing. The compiler, Lawrence Keating, is already known as the composer of several successful Christmas and Easter cantatas (*Hail, King of Glory*, *While Shepherds Watched, The Monarch Divine*) which is a good guarantee for the thoroughness of his choir work. The accompaniments, though simple, are always effective and appropriate.

An important feature of this new book is the use of a number of well-known melodies, not all of them sacred in their original form, but of equal worth on account of their intrinsic nobility and dignified character. Many of these have new and appropriate texts specially written by Elsie Duncan Yale, whose ability in this line is well known.

Some of the titles, with composers or source of the original music, follow: *His*

Banners Go (Grieg); *God Is Our Refuge* (Tschalkowsky); *Saviour and Shepherd* (Schubert); *The Voice of Jesus* (Mendelssohn); *Memories of Galilee* (Alice Hawthorne); *The Path of Prayer* (Dvořák); *The Rainbow of His Love* (Lefebure-Wely); *He Chose the Cross* (Londonderry Air); *Lilies of Galilee* (Gluck); *Saviour, Hear Us, We Pray* (Brahms); *Passion* (Choral); *Sing with All the Sons of Glory* (Beethoven); *When They Ring the Golden Bells* (Marbelle); *Be Still, My Soul* (Sibelius); *Let All Men Praise the Lord* (Mendelssohn); *He Shall Feed His Flock and I Know that My Redeemer Liveth* (Handel); *We Plow the Fields and Scatter* (Barnby); *O Jesus, I Have Promised* (Tschalkowsky); *O Day of Rest and Gladness* (Liszt); *I Heard the Voice of Jesus Say and I Think, When I Hear That Sweet Story of Old* (Old English Airs); *Hearken, All* (Carol); *Thy Sheltering Arms* (Old Refrain); and *Fairest Lord Jesus* (Old Hymn).

Besides the above, there are a number of original settings to the following titles, by Lawrence Keating: *The Sunlight of the Lord*; *The Glorious Giver We Praise*; *The Lamp of His Mercy*; *When I Survey the Wondrous Cross*; *The Lord's Prayer*; *The Beatitudes*; *Prayer Responses*; *O Perfect Love*; *Holy Spirit from On High*; *Lift Up Your Heads, O Ye Gates*; *To Bethlehem*; *The Garden of God*; *There's a Song in the Air*; and *Chimes of Easter Day*.

Work has already started on the preparation of the *Junior Choir Book* for the press. Those wishing to secure single copies at our special advance of publication cash price of 25 cents, postpaid, may send in their order now, copies to be forwarded as soon as printed. Sales will be confined to the U. S. and Its Possessions.

ADVANCE OF PUBLICATION OFFER WITHDRAWN—For several months notes have appeared on these pages describing a collection of piano duets that bids fair to become a standby with teachers. This work is now ready for publication and copies are being sent to those who subscribed for it in advance of publication. Copies may be had from your local music dealer, or from the publishers. In accordance with the usual policy, the special advance price offer is now withdrawn. Ask to have sent for examination a copy of

Classic Masters Duet Book, For the Piano, by Leopold J. Beer. Piano pupils who are capable of playing third and fourth-grade music should be assigned music of better quality, especially for recital appearances. This collection presents excellent piano duet arrangements of unhackneyed compositions by Mozart, Handel, Rameau, Scarlatti, Couperin, Kuhnau and other classic composers, some from recently discovered manuscripts. The volume also should prove attractive to music lovers who delight in having in their libraries unusual works. In homes where duet playing is regularly enjoyed a copy of this book should be found convenient to the piano. Price, 75 cents.

SONGS OF EXQUISITE CHARM

A booklet showing full-page thematic excerpts of vocal solos, programmed by the foremost artists of radio and the concert platform, and used by many teachers as repertory material for ambitious students. It also contains descriptions of interesting collections of vocal solos.

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ARTUR RUBINSTEIN

One of the most brilliant of the younger romantic pianists, a great success on four continents, discusses the problems of the advanced piano student in bright and interesting fashion.

MUSICAL DEVELOPMENT IN THE PHILIPPINES

Mrs. Paz Gloria Casnave, M.A. of Manila, tells how Sister Baptista Battig, a modest nun, developed one of the largest music schools in the Orient. She describes the piano methods she has successfully employed.

MISCHA ELMAN

First of the noted Auer pupils to achieve world renown, Mischa Elman advises violin students how to make practice profitable. He gives definite help which violinists will appreciate.

TEACHING IN THE TEENS

Helen Betelle, practical American teacher with large classes, tells how she has met success in teaching pupils at this difficult age. You will find this article full of hints.

MUSIC IN THE LAND OF THE PAMPAS

This is the third in the fascinating series of articles by M. Maurice Dumesnil, French-American virtuoso, the material for which he secured during a recent ten thousand mile concert tour in South America.

Musical Romance in Chile

(Continued from Page 355)

European pattern in which the practice of solfeggio is obligatory, and such innovations as the "movable do" find no acceptance whatsoever. Thanks to this observance of sane traditions the students acquire, without hurry or "short cuts," a degree of musicianship otherwise impossible to attain. The conservatory still occupies its original premises on the Calle San Diego, where old time atmosphere prevails through the patios, along the galleries and in the small concert hall still used frequently by local recitalists. But it will not be long until a new building, containing an auditorium dedicated exclusively to music, will go up near by as part of the civic improvement plan sponsored by the government. Much of this program is already under way. Last year, President Pedro Aguirre Cerda, who takes much interest in the arts and often appears at concerts, created an organization called "Defensa de la Raza." Its purpose is to bring symphonic music to the people at an extremely low price, or even gratis, in suburban theaters and at hours calculated to coincide with the free hours of the working classes. Under the leadership of idealistic Armando Donoso and dynamic Carlos Melo Cruz, composer of a successful native opera and a born promoter, the "Defense of the Race" has done much to spread musical culture of a very high standard in greater Santiago.

Far Reaching Musical Activities

The House of Congress and the Senate, following in the same path, recently passed a law providing funds for the creation of a new "Institute of Musical Extension." This is a vast undertaking which will include a permanent symphony orchestra, a chorus, a ballet and a radio station. Completely autonomous, the Institute will be administered by a board of members from State, Catholic and provincial universities and from the Union of National Composers. As I write these lines activities are about to begin, and they will extend over the summer months of January, February and March (South American seasons are reversed) in Viña del Mar. This resort, located within fifteen minutes of Valparaiso, is often called the "Biarritz of the new world," because of its casino, race track, rocks and beaches. The standing conductor of the Extension Orchestra will be Armando Carvajal, a born director whose poise, precision and musicianship will assure his success wherever he goes.

This short résumé shows what decisive strides have been accomplished in but a few years toward bringing Santiago to the high cultural level of the major art centers of Europe and America. Certainly the visitors

who came a long time ago and found this capital in a still primitive state of pioneering would be amazed at such progress. Sarah Bernhardt, for instance, infuriated at not finding the recognition she expected, hired a pair of oxcarts and drove one Sunday morning with the members of her company around the central square at the hour of the *paseo*, that charming and romantic custom of walking, ladies and girls, men and boys in two opposite streams, occasionally looking at each other with smiling lips and blushing cheeks.

A Limited Folklore

There is a folklore in Chile, of course, although it is less permeated than that of Peru by the nostalgic accents of Indian ancestry. The explanation is simple: the great Inca empire did not extend this far south; in fact, the Arawaks who occupied these regions could never be brought into subjection by their powerful brothers from the North. Their native artistry was far below that of the Incas, and therefore they offered less resistance to the invasion of foreign elements. The best known Chilean popular rhythm is the *Cueca*, a dance which has also invaded the part of Argentina situated directly across the Andes and only one hundred and fifty airline kilometers (ninety-three miles) away.

Sometimes, certain tunes are considered as pertaining to the folklore when in reality they are original and almost contemporary compositions. Such is the case with the famous *Ay. Ay. Ay.*, written by the late Osmani Perez Freire but repeatedly published under the caption, "Popular Song of Chile," in the United States and elsewhere.

Artists on tour are likely to visit professionally, apart from the capital, Valparaiso, Viña del Mar, which has a winter season as well, Concepcion, seat of an important university, Valdivia, where French experts manufacture wines rivaling the best vintages of Bordeaux and Bourgogne, and Osorno, a smaller but appreciative city at the entrance of the southern lake region.

One can see, nearby, many descendants of the Arawaks. Occasionally, they still wear the massive silver ornaments, the coin brooches, and the type of costumes worn by their ancient forefathers. The sorceress who cures all ills by driving out devils is still revered among them. And if one happens to be present in one of those villages on fiesta day, one can return to the past, dismiss the vicissitudes of the hour, forget the failings of excessive civilization by losing one's self in the contemplation of these strange religious holidays were observed in dances, these weird rites with which centuries long gone by.

Books for Summer-time Reading & Study

For Public School Music Educators

INSTRUMENTAL MUSIC IN THE PUBLIC SCHOOLS

By THEODORE F. NORMANN

In keeping with modern trends in education, this authoritative book develops the subject of instrumental music from a fundamental basis and treats each and every phase of procedure with sound logic, excellent psychology and practical philosophy.

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An invaluable guide for young instrumental supervisors, this volume also will prove indispensable for progressive-minded supervisors and teachers of instrumental music in all educational institutions and for reference in every complete library.

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By Clarence G. Hamilton

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TOUCH AND EXPRESSION IN PIANO PLAYING

By Clarence G. Hamilton

Price, 60c

Subject headings from this pocket guide to piano playing include: THE FINGER TOUCH, THE HAND TOUCH, THE ARM WEIGHT TOUCH, THE FULL ARM TOUCH, PEDALS, EXPRESSION VALUES, PULSATION, PHRASES, IRREGULAR ACCENTS, DYNAMIC CONTRASTS AND SHADINGS, TEMPO, COLOR AND STYLE. Liberally illustrated with pictures.

THE ESSENTIALS OF PIANOFORTE PLAYING

By Clayton Johns

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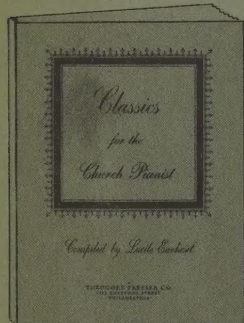


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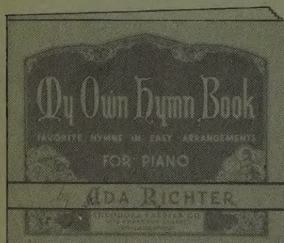
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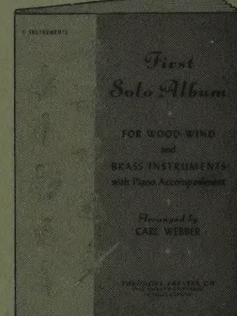
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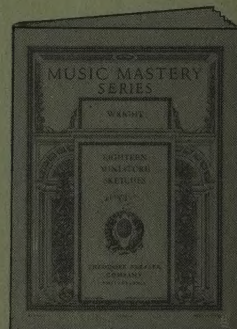
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